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TECHNICAL PUBLICATION ON: THE NATURE, SCOPE AND ORGANIZATIONAL ARRANGEMENTS FOR OCCUPATIONAL TESTING, GUIDANCE AND COUNSELLING IN AFRICA

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TABLE OF CONTENTS

	Page
I. Introduction	1
Nature and Scope of Occupational Testing, Guidance and Counseling	1
II. The need for Occupational Testing, Guidance and Counseling Services in Africa	7
III. Nature and Scope of Occupational Testing, Guidance and Counseling, A Review of the African Situation	11
IV. Nature and Scope of Occupational/Psychological Testing, Guidance and Counseling Services	24
A. Educational Institutions	24
B. Employment Services	29
C. Social/Community and Health Services	33
V. Organizational Arrangements for Occupational Testing, Guidance and Counseling Services	36
(i) At National/Subregional level	37
(ii) At National level	38
(iii) Ministerial Department level	41
(iv) Institutional level	43
(v) Family level	49
VI. A. Staff Requirements, Functions and Role	50
B. Data and Information Base System	50
C. Linkages and Functional Relationship	50
D. Policy for Guidance and Counseling Programme	50
VII. Conclusion	58

I. Introduction

Nature and Scope of Occupational Testing, Guidance and Counseling.

Guidance as an educational and employment world's construct refers to the provision of experiences which assist individuals in understanding themselves; as a service, it refers to organized procedures and processes to achieve a helping relationship in education, employment and social development practice. Basically guidance is the process of helping an individual understand himself and his world so that he may be able to make the appropriate choices and optimum adjustment to the dynamic environments.

By environment, it includes both the physical and oscial (other people) aspects of environment. The social environment according to Montsi (1980) includes factors and situations which result from the interaction among people and interaction between the individual and the physical and social environment factors as well as the interaction within ourself 1/.

For many people, the images which the term 'guidance' has evoked have been two-fold: a library of materials containing educational and occupational information, and an individual interview in which an adviser diagnoses the individual's attributes and recommends the avenues which seem most likely to suit them. The basic concept, in short, has been of students service (among countries in Africa in particular) focused on information and on advice giving. The service has been seen as being essentially peripheral to secondary schools in particular and to some extent to colleges, in terms both of location and of timing, a kind of switch mechanism which operates at the end of students' terminal level of education (such as at the end of secondary education) pointing him or her in appropriate directions for their entry to the world of work or to higher education.

Such a concept is however very limited in scope. The notion that guidance should be confined to the transition between education and working life ignores both the vocational consequences of the educational decisions which students/individual adults may make during their educational career and the likelihood that they may have to take a series of further vocational decisions at subsequent stages in their lives. Secondly, such a concept ignores the fact that information is static and passive. Guidance and counseling services based simply on making information available assumes that students/individual adults are motivated to use the information, that they are capable of understanding it, and that they are capable of relating it to their own needs. All these assumptions are highly questionable.

1/ Montsi, Mercy. Guidance and Counseling: A paper presented at a Guidance and Counseling workshop Jointly organized by the Ministry of Education and UNECA at the National University of Lesotho. July 1980.

Guidance and counseling concepts are multidisciplinary spheres of co-operation between various domains and professionals, para-professionals, social workers, institutions, health service workers and so forth. Their services cut across various facets not only bridging the gap between education and the world of work, but the services include and are concerned with the problems of the youth in and out of school, the adult learners, the employees, the unemployed and under-employed, the special group such as the disabled and abled persons but disadvantaged, the aged, refugees the displaced, migrant workers and others. Guidance services are carried out through among other tools counseling and testing process.

Counseling itself is viewed as the process which enables the individual to accept and to use information and advice, and if necessary to accept an unchangeable envrionment and thereby to some extent change that environment without being overcome by it 1/. When the counselee gets to the point where he can rationally discuss possible choices and couse of action, he is in need of guidance rather than counseling. The area is a sensitive one which impinges on the very core of one's being and involves factors like cultural context in which the problem(s) occur, the personality of the individual and his value system.

The object of the counsellor is not to diagnose individuals' attributes and then recommend appropriate occupations or line of actions, but rather to help them work through their problem(s), articulating their perceptions both of themselves and of the options open to them, and subjecting them to scrutiny, until they are able to reach their own decisions.

The skills required of the counsellor, in short, are primarily not diagnostic but facilitative, and are concerned less with the outcomes of decision-making than with its process: as Katz (1969) succinctly put it, they are focused not on helping individuals to make wise decisions but on helping them to make decisions wisely 2/.

In view of the above, the following underlying principles and values of counseling as put forth by Leona Tyler and quoted by Steward and Warnath (1965), ought to be pointed out:

(i) In the first place, counseling is more than advice giving;

(ii) Counseling involves something more than solution to an immediate problem;

1/ F.W. Miller. Guidance Principles and Services. Columbus Ohio, Charles F. Merrill Publishing Company, 1968.

2/ Katz, M.R. 'Can Computers Make Buidance Decisions for Students?' College Board Review, No.72 Summer 1969.

(iii) Counseling concerns itself with attitudes rather than actions;

(iv) It is the emotional rather than the intellectual attitudes which are the raw material of the counseling process;

(v) Finally counseling inevitably involves relationships between people, although it may seem to be thoroughly an affair of the one individual who is undergoing it 1/.

In summary, the process helps one to be realistic without being pessimistic and self-destructive about one's academic, educational, vocational, financial and mental health decisions. In the counseling process, the interpersonal relationship between the counselor and the counsellee is of paramount importance.

Testing as mentioned earlier, is one of the tools in the guidance process. Tests are systematic procedures for attempting to bring to light relevant differences among individuals. According to N.M. Ngulube, occupational testing implies the use of a standard scale of measurement such as psychological tests which attempt to assess the person's potential or abilities that are essential for the performance of a particular job 2/. Hence, occupational/psychological tests have the potential to assess and reveal, in a reasonably objective way, where and how sizeable a person's strengths and weaknesses are relative to other people and helps a person see more clearly where his interests, inclinations and potential satisfactions may lie.

Psychological tests are used in order to assess the qualities and characteristics of individuals in an effort to promote their optional functioning in the context of a given society. Occupational/psychological assessment contribute a great deal to decision making. In the clinical field for example, psychological tests are used in deciding which individuals need psychiatric care and what kind of treatment they are to receive.

In the educational and industrial spheres on the other hand, measurements of achievement and aptitude are the principal criteria determining entry to higher education. While assessments of aptitudes and interests are an important part of the information used by guidance personnel to assist individuals with vocational decisions, and the same kind of assessments play a very important role in the selection and placement of personnel in a wide range of business, industrial and governmental posts throughout a given country. In other words, occupational/ psychological assessment enables the nation to effectively identify and utilize its scarce human resources by identifying individuals with the appropriate combination of the human resources coupled with personality, temperament, interests, and aptitude for specific jobs.

1/ Steward Lawrence H., and Warnath Charles F., The Counselor and Society: A Cultural Approach (p.258) Boston, Houghton Mifflin Company, 1965.

2/ Ngulube, Naboth M.J. Psychological Testing in Zambia: A paper presented at the Subregional Workshop on Occupational Testing, Guidance and Counseling, in Nairobi, Kenya: 21-31 July 1986.

In the light of the above, occupational/psychological tests have a role to play in supporting guidance and counseling services. Occupational psychological tests facilitate the work of the counsellor in various aspects such as decision making, information gathering, placement, vocational choice and assessing various aspects of individual's growth and development.

It is therefore clear from what has been said in the paragraphs above that, in a very broad sense, occupational testing, guidance and counseling services include almost all services, which are directed towards human resources planning, development and utilization.

They are services which embrace the clusters of activities of experiences which help the individual to grow in self understanding, to make decisions wisely, to cope and maintain a balanced environment and increasing effective planning. In this regard, the nature and scope of guidance and counseling services may also be summarized as follows:

GUIDANCE AND COUNSELLING

Decision Making	Self understanding	Coping
- career choice	- self-concept	- with others
- education	- behaviour change	- with conditions
- vocational	- attitudes	- with behaviour
- use of knowledge and information	- values	- with family
	- adjustment	- with health
- information gathering	- re-orientation	- with work
- career development	- interests and	- with social norms
- use of acquired skills, etc.	- perceptions, etc.	- with academic demands etc.

In relation to the above summary, guidance and counseling services, occupational/psychological testing can be devised in any social services, given institutions, organizations, employment establishments, agencies and relevant ministries to facilitate and carry out the above activities and objectives of the given services which in broad terms include:

Self-awareness: helping individuals (such as the target groups mentioned earlier) to explore what kind of person they are, in terms of their abilities, mental/physical disabilities or limitations, interests, attitudes, aptitudes, personality and values, and what kind of person they wish to become.

Opportunity awareness: helping individuals to explore what the world of work is like, what opportunities it offers, what demands these opportunities make, and what rewards and satisfactions they offer.

Transition learning: helping individuals to prepare for the transition to adult and working life, and for the subsequent transitions they may confront such as f from work to retirement, from prison to community life, from correctional institutions to normal public institutions; and

Decision-making: helping individuals to develop the decision-making skills which will enable them to relate themselves to the available opportunities 1/.

With regard to decision-making it has become increasingly accepted that decision-making is the process by which people translate into action their feelings of personal worth, and competence, their values and preferences as well as their orientations to the past, present, and future. Pressing the points further, it has become an accepted truism that virtually all guidance and counseling whether described as personal, educational, occupational or career involves decision-making of some kind.

Viewing the facilitation of individual decision making as a central focus of guidance and counseling tends to accent several points:

(i) Effective decisions are fueld by information. The decision-maker must have accurate information, relevant to the decision to be made, and skills which permit him or her to acquire and process such information.

(ii) The elements of effective decision-making can be learned. Not only can a person be helped to learn what resources can be used to gather necessary information, but a person can also be helped to learn how to evaluate personal characteristics, weigh alternatives, identify contingency factors and develop planfulness.

(iii) In order to understand the factors that influence personal decision-making, the counselor will find it necessary to have a broad theoretical understanding.

With the above objectives in mind, the nature and scope of guidance and counseling processes are carried and services provided in different areas of activities namely: educational and vocational guidance; careers guidance; social, community and health oriented guidance; and employment oriented guidance.

1/ Watts, A.G. Vocational Guidance in the Curriculum: A paper presented at the International Seminar of the International Association of Educational and Vocational Guidance-Dubrovnik, Yugoslavia, September, 1985

Educational guidance: may be referred to help given to an individual or to groups of people within and outside the school system seeking educational help in understanding their abilities, aptitudes, interests, strength and weaknesses. The emphasis here is on the use of effective learning skills, time management, subject choice and combination. A guidance teacher in school for example would therefore help the student to explore the relationship between these school experiences (academic and social) and the world of work. The counselor or guidance teacher would play his role in appraising the students' ability, achievement, attitudes and needs.

Occupational/Employment Oriented Guidance and Counseling: Occupational/ employment oriented guidance and counseling services is aimed at helping individuals to get proper preparation for adult life, and the best utilization possible of young people seeking and entering into the job market. The service is therefore provided to the new entrants to the employment market, those employees wanting to change jobs, the school leavers and drop-outs looking for employment, employees experiencing personal and social problems at work and others. Employment service staff with some knowledge in guidance and counseling must be able to give at least elementary information on education and occupations and some essential advice to job-seekers. The staff should also have the possibility to refer applicants with extra guidance or counseling needs to a guidance and counseling specialist.

Vocational Guidance and Counseling: on the other hand is concerned with the acquisition of specific job-related skills and knowledge which students/individuals will be able to apply in a direct way in particular occupations or clusters of occupations. Vocational guidance services will help one to explore and systematize one's interests, inclinations, broad abilities and align these with the needs of the various working situations as well as to explore the career packages available to someone with a given educational background.

One major objective of vocational guidance is the provision of occupational information. This is essential to eliminate the by chance elements in occupational choices and to replace these elements with a carefully thought and well organized plan for selecting and preparing students/individuals for an occupation. Hence, occupation information should be appropriately used to aid individuals in all stages and periods of their development as well as preparing for a selected occupation or category of occupations.

Careers Guidance or sometimes referred to as career education is an approach to education that emphasizes the career aspects of learning. It includes self-awareness, positive work attitudes, occupational knowledge, lifelong learning, economic awareness, basic skills, employment skills and decision making 1/.

1/ Montsi , Mercy. Career Education: A paper presented at the National Workshop on Educational and Vocational Guidance and Counselling. Mauritius Institute of Education, 2-20 February, 1981.

Career guidance seeks to bridge the gap between education and the world of work and if effectively organized may be a link between our schools and communities in trying to help all youth prepare for working and living in tomorrow's society. It uses a step-by-step method to help young people learn about and prepare for the world of work. One of its basic objectives is that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family, even if he leaves before completing high school. Secondly, the central concern is that (Watts 1985) all students regardless of whether and where they are to work themselves and as part of the preparation for their role not of worker but of citizen should be taught to understand the place in society of work in general and of industry in particular 1/.

Social/Community Oriented Guidance: services on the first hand is and should be more attuned to assisting children, youth and adults experiencing social as well as psychological problems within the home, the community and at school. Secondly, the community oriented guidance and counseling services is more task problem solving and directed to sensitizing the community to becoming self supporting through mutual associations and local groups. Thirdly, the services aim at helping individuals solve problems of humanity which include: marriage problems, juvenile delinquency, child-care; disabled, destitutes and repatriates and others. Individuals are helped to overcome barriers to educational, economic and social progress in their daily life.

Educational/vocational guidance and counseling, careers guidance, social/community oriented guidance and counseling are services whose activities overlap and are all involved in a helping process. These terminologies reflect the historical origin of the guidance service and they differ only in terms of their emphasizes in various aspects of activities. The services can be characterized as a new link in the infrastructure of the basic (great) systems of human care and development, coming under the quarternary sphere of processions (service to the services). Secondly as already pointed out, their activities contribute from specific aspects to optimizing processes of acquiring, planning and performing developmental life tasks, solving demanding situations associated with them (decision-making, choice, adjustment, re-orientation, correction, crises, conflicts and the like).

II. The Need for Occupational Testing, Guidance and Counseling Services in Africa

The need for Occupational Testing,,Guidance and Counseling Services in Africa is becoming more and more urgent for various reasons:

(a) Status of Youth in the Society Then and Now

In the past, communities were smaller and more homogenous. As such;

1/ Watts, A.G. Vocational Guidance in the Curriculum Sept(1985).

- youths were under constant adult supervision
- as youths matured into adulthood, their roles in society were clearly defined
- vocational choices were limited to farming, hunting, fishing, the crafts, metalwork, woodwork or artistry (music, poetry, etc.

Today, the communities are increasing in size with a more heterogenous population. As such;

- youth are living in a more international world with exposure to a variety of cultures
- they have a faster rate of physical growth and development (they are bigger and have earlier physical maturity as a result of improved nutrition)
- there is less supervision as a result of larger communities and increased number of working mothers as wage earners
- there is an increase in the number and variety of community contacts (many unknown to parents)
- youths are acquiring more knowledge (school, printed material, movies, T.V, etc. and are making them more demanding and challenging to adults. One may ask, ("Are they less obedient or less submissive?")
- youths are more independent financially. Their lifestyle is more monetary. They are staying longer in school and thereby delaying their entry into the job market.

As a result, the youth of a modern society appears to be a misfit, in the sense that as his society becomes more and more complex, he tends to know less and less about his own immediate surroundings. In this regard, there is need for guidance and counseling services to guide and prepare the youth to live and adjust himself in the complex changing society.

(b) The changing structure of the world of work and the unemployment situation

Today, the world of work is changing with growing rapidity. Changes in the world of work include changes in positions, tasks, specializations and responsibilities in occupational roles. There are changes too which are affecting the occupation structures. Supply and demand of personnel in the occupations also are changing and affecting the availability of people for the labour market. Since educational programmes always lag behind occupational qualification requirements, the changes also affect curriculum requirements. Formal guidance and counseling including occupational/psychological testing services are one important response to these changes guiding students, employees, job seekers etc. in making decisions about occupations, their specializations and educational requirements.

While the numbers of educated and un-educated youth without jobs are already considerable and are continuing to grow. The condition is not correcting itself and, infact, in the immediate future may grow worse. As Archibald Callaway asserts, such unemployment has a high social and economic cost. Those not working reduce the standard of living and the potential savings of family members. And for the nation, heavy expenditures of scarce public resources as well as private funds have been devoted to the education of these youth. When development is urgently being sought, unemployment means a tragic waste of human resources 1/.

Accordingly, when unemployment stretches over a long period with consequent insecurity, there follows the threat of increasing juvenile delinquency and crime, physical ill health, mental disturbance, drug abuse, teenage pregnancies and other social oriented problems. The guidance and counseling service including occupational/psychological testing as described in this paper, while it would offer no panacea to all the problems of unemployment in every country, could create viable alternatives to previously unproductive conditions experienced by the youth.

(c) Rapid expansion of formal education and increased responsibilities of schools

During the last three decades, enrollments (among countries in Africa) at the three main levels of educational systems have more than doubled. This period of unprecendented educational expansion has brought with it difficulties among which are:

(i) An increase in expectations for work and possibly a career after school.

(ii) A large number of school leavers facing limited job opportunities, they also are ill prepared for any job, have unrealistic ambitious and are likely to become discontented members of society.

(iii) A drastic fall in the quality of education due to over-crowding in schools with as many as 50-70 pupils in a class, poor supervision of teachers, lack of text books and other materials and shortage of trained teachers. The few teachers available find it difficult to cope with large classes and as a result, teachers and pupils are operating below the expected standard of education leading to large number of failures and dropouts.

(iv) High number of drop-outs which at the national level represent an enormous waste of financial resources as well as human resources.

(v) Drinking, smoking, drug addiction, teenage pregnancies, banditry and other forms of criminology and social menace are emerging problems that need attention in schools.

1/ Archibald Callaway. Unemployed Youth and Vocation-Oriented Education in Africa: paper presented at I.S.S/ECA Symposium on education Innovations in Africa, Sept 1971.

The above mentioned difficulties and problems present an increased demand on educational responsibilities to prepare nationals on one hand for the country's labour market,while on the other hand assisting pupils/students towards total development and optimum adjustment to the dynamic environments. Consequently, the need for intervention measures through guidance and counseling, occupational and psychological testing programmes.

(d) Achievement Orientation

Benedicte Madsen (1984) assets that there has been a gradual shift from ascription criteria to achievement criteria concerning the allocation of positions, roles, functions, rights, duties, etc in society 1/. This achievement orientation is related to the increase in mobility (social, occupationally, maritally, etc.) whereby many more options are open to the individual, due also to the pronounced social differentiation. This shift from ascription to achievement is also seen as consequences of rapid social change. In traditional societies like the societies in African countries, the individual's position in society and in economy are primarily determined by ascribed criteria such as kinship, sex, age category, position held in the community, class etc. The individual personal wants, needs, abilities, interests and achievements are of little importance. Ascription criteria according to Benedicte represent a strong, stable and conservatory mode of social regulation 2/.

Developing countries are becoming or moving rapidly towards industrialization and therefore social regulations are becoming more achievement oriented than ascription oriented. The point here is that achievement plays a fundamental role in our kind of societies today and achievement implies personal decision making, choice, self-awareness and self-understanding. In this contexts, the shift from ascription to achievement orientation coupled with the added complexity and changeability of society, dramatically increase the need for occupational testing, guidance and counseling services. The individual requires information, guidance and counseling in order to expand his opportunities; capacity to make decisions and choice; his self-understanding in terms of physical and mental abilities, aptitudes, interests and values.

(e) New Technology: With the emergence of high technology, the whole concept of learning and of the working life span of the future is gradually changing and the effect of technological changes upon each individual in the society may become dramatic. The point is that advanced technology carries with it implications for education and training, the development of human resources, changes in social structure and therefore, the need for systems of guidance and counseling to help

1/ Benedicte, Madsen. Occupational Guidance and Social Change paper presented at the 11th International Round Table for the Advancement of Counseling - University of Aarhus, Denmark, August, 1984.

2/ Ibid.,

persons understand and plan in accordance with the transformations taking place in their nations.

(f) Talents Identification: because of the increasing national concern with the need to develop all human talent and the need for specialized training to obtain entry into jobs, occupational and psychological testing as part of the guidance and counseling services should be developed. Tests have the potential to reveal and identify individuals' talents, interests, aptitudes and special problems that may require immediate attention and or treatment. Occupational/psychological test results are used by counsellors, administrators etc in decision making for job placement, selection, career planning and development as well as for planning, developing nd utilizing a country's human resources.

As one looks at the 1980s and beyond, it is important to acknowledge that there is need to develop guidance and counseling programmes based on need assessments conducted in local settings. Guidance officers and or counselors should now be concerned with identifying their programme goals and the specific processes, techniques and resources associated with achieving each goal.

The fundamental question which tends to underlie all attempts to plan guidance and counseling programmes is: which resources or combination of resources (people, place, media etc) are appropriate for fostering what type of development in what type of client(s) and under what conditions (time, place, size of groups and so on) to achieve what purposes.

To provide appropriate and effective guidance and counseling services at this age of new technology, counsellors would need to have broad acquaintance with a range of theories, concepts, and ideas bearing upon human development and empirical evidence of the effectiveness of processes of intervention relative to specific problems.

III. Nature and Scope of Occupational Testing, Guidance and Counseling - A Review of the African Situation

The need for occupational testing, guidance and counseling services is increasingly being recognized and accepted among African countries as a sound base for human resources planning, development and utilization as well as for effective investment of human capital in the development of a country's economy. As early as 1960s, considerable progress have been made (among African countries) in setting up units or sections within the ministries of: Education, Labour and Employment and Social and Community Services with programmes designed to provide the related guidance and counseling services. National careers guidance associations and or councils also have been formed to provide guidance and counseling services on voluntary basis.

Since conditions and level of development vary so much in Africa, nature and scope of occupational testing, guidance and counseling services and their application also vary considerably. However, many of the countries in Africa who have established guidance and counseling programmes have basically emphasized careers guidance and or vocational guidance and counseling services. While a few countries such as Zambia, Nigeria, Zimbabwe and Egypt have developed occupational/ psychological tests for use in guidance and counseling, psychological services and other related services, private psychological services run by individual or groups of professionals seem to have emerged and their services are currently being accepted and in demand by public.

A review of occupational testing, guidance and counseling services among countries in Africa (examples of which are given below) will shed light to the nature and scope of the guidance and counseling services in Africa.

(i) Malawi

According to A.J. Zoami and F.Mbale, career guidance and counseling programme in Malawi began to gather momentum in the early seventies. Two conferences were held and attended by secondary school teachers in 1971 and 1976. The 1971 conference and thereafter paved the way to the realization of the importance of guidance and counseling services in schools and led to the establishment of a post of Vocation Guidance Officer in 1974 in the Ministry of Education and Culture. The duties of the officer were to:

(a) establish and maintain contact with secondary schools and employers, and other institutions of learning;

(b) write a news letter on careers and disseminate the information to schools in order to assist students and careers guidance teachers on current job opportunities, training, etc.

(c) collect data on students' career aspirations and choices and knowledge, and about information on training opportunities and analyzing it 1/.

Since then, the Ministry of Education and Culture has ensured the availability of a careers guidance teacher in every secondary school. The responsibility of the careers guidance teachers besides their normal teaching load is to disseminate information about various jobs available in the country and prepare students for the world of work. The services tend to concentrate on school leavers (e.g. Form IV or VI) in secondary school and not so much on those students who are staying on. The careers guidance teachers are ordinary teachers with no relevant training in guidance and counseling.

1/ A.J.R. Zoani and F. Mbale. Occupational Testing/Career Guidance and Counseling Programme in Malawi: Paper presented at the Fifth Biennial Training Development Conference of the African Association for Training and Development, Addis Ababa, 19-29 November 1984.

Faced with the problem of lack of trained personnel to expand and successfully run the programme, the Ministry of Education and Culture has sent teachers for post-graduate training in guidance and counseling with the hope of making the programme more vigorous and meaningful. Apart from sending some teachers for training, para-professionals are being trained through national workshops. One such workshop was held in Lilongwe in August/September 1982 jointly organized by the Ministry of Education and Culture and the United Nations Economic Commission for Africa (UNECA).

At the University level at Chancellor College, Department of Education, an optional course in guidance and counseling is taught to final year education students. The objective of the course is to equip the would be teachers with both theoretical and practical aspects of career guidance and counseling so that they acquire basic knowledge of the subject matter and be able to dispense career guidance and counseling services to secondary school pupils. In terms of student Personnel Services, the University offers guidance and counseling services mostly career guidance based on the type of course the individual student is following.

In relation to occupational/psychological testing in Malawi, at present there are no psychological tests such as Aptitude tests, Interest Inventories etc. being used in the schools for the individual appraisal of the students or any other individuals outside the school system. However, as Zoani and Mbale (1984) assert, psychological tests in Malawi are used for job placement and vocational training selection both in the public and private sectors 1/. Companies such as the Imperial Tobacco Group and the Malawi Railways, use the National Institute for Personnel Research (NIPR) tests for recruiting new employees. The Malawi Certificate Examination and Testing Board (MCETB) also has a number of psychological tests which are used for selection as well as job placement. The tests range from those published by psychological corporation, National Foundation for Educational Research (NFER) NIPR tests and the Internationally Developed tests (ID-tests) developed by the American Institute for Research (AIR) in West Africa and tried out in various parts of Africa.

Following this review of the guidance and counseling programme in Malawi, it is observed that the programme approach is geared towards careers guidance. That is the provision of occupational information and any other materials and or advice relative to careers guidance. The programme so far is basically confined to the transition between education and the world of work within secondary schools and no formal systematic programmes within the social and community services, labour and employment services.

An advisory mission aimed at appraising existing guidance and counseling programmes undertaken by ECA in January 1981 in Malawi confirms the above situation 2/. Though the guidance and counseling programme has relatively expanded its coverage of secondary schools including radio talks focusing on various jobs available in the

1/ Ibid.,

2/ See ECA Report of a Mission to Malawi on Occupational Testing and Career Guidance Programme, 24-26 January 1981.

country, job analysis, educational requirements and training, the nature and scope of the programme remain careers guidance for secondary school pupils in particular.

Given the lack of relatively detailed policy, lack of trained professional staff and lack of a central co-ordinating machinery responsible for occupational testing, guidance and counseling services at the national level as well as funds to carry out the activities, Malawi will take time to expand the nature and scope of its guidance and counseling programme to include activities in other relevant ministries, agencies and institutions involved in the development of human resources.

(ii) Zambia

Guidance and counseling in a form of careers guidance and counseling service in Zambia was started in 1971. A careers Guidance Unit in the Ministry of Education and culture which was later moved to the Educational Services Centre was established (1971) with the appointment of a Careers Guidance Officer to work under the administration of the Psychological Service in the Ministry of Education Headquarters. Secondly, in the same year a Central Agency was established at the Educational and Occupational Assessment Service (EOAS) of the Ministry of Labour and Social Services.

The functions of the Careers Guidance Unit as stated by S. Haworth (1979) involved the collection and distribution of careers information to secondary schools; liaison with the Educational and Occupational Assessment Service of the Ministry of Labour and Social Services in producing the GRZ Occupational Interest Inventory and in analyzing the vocational statistics gathered from the Careers Preference Forms for Form Fives school leavers; the preparation of careers broadcasts for educational radio; contacting educational and employment bodies to organize visits to schools; visits to schools by officers of the Psychological Service to advise and guide careers teachers; organization of national (regional) careers panel meetings to facilitate the sharing of careers information and ideas among careers teachers in the respective regions 1/.

While the Central Agency within the Educational and Occupational Assessment Service administered the Zambia Advanced General Ability Test (ZAGAT) and distributed the career Preference Forms to Secondary Schools to obtain educational results, further training choices, and occupational preferences from the Form Five students. These records were to be made available to employers when school leavers entered the labour market. However, the function of E.O.A.S administering the Zambia Advanced General Ability Test has ceased as the requirements of the test as a predictor for use by employers is no longer valid 2/.

1/ S. Haworth. What is Career Guidance and Counseling? Paper presented at a National Workshop on Educational/Vocational Guidance, jointly organized by the Ministry of Education and the United Nations Economic Commission for Africa at ZIT Kitwe, Sept.1979.

2/ Ibid.,

In nearly every secondary school in Zambia, there is a careers teacher responsible for careers guidance and counseling. The objectives and goals of Careers Teachers as outlined by The Careers Guidance Unit include among others:

(a) to make his/hers students aware of career opportunities and inform them about the nature of various kinds of work;

(b) to prepare his students mentally for the world outside - making them aware of the realities of work, its problems, benefits, hardships etc.;

(c) to know, as far as possible, the personal characteristics, interests, abilities, needs and aspirations of each of his students;

(d) to compile information on each pupil's aptitudes, abilities and interests so as to provide material for testimonials, references, certificates etc. all of which are useful to employers and or training institutions;

(e) to enable each pupil in light of these considerations to make the 'right' choice of career and then assist him in applying for it in an appropriate way 1/.

The Careers Guidance Unit has set these objectives, its work is restricted by a number of problems foremost of which are the following:

(a) lack of recognition on the part of many of those charged with the responsibility of educating our young people, of the importance of and need for Careers Guidance work in the schools;

(b) lack of funds to adequately finance the activities of secondary schools;

(c) lack of training for Careers Teachers and other related professional personnel;

(d) lack of incentives for Careers Teachers. No incentives are provided to enhance interest in and enthusiasm for this work.

To rectify the lack of trained personnel in guidance and counseling and other related fields, a series of «Careers Teachers Workshops» jointly organized by the Psychological Services in the Ministry of Education and the E.O.A.S in the Ministry of Labour and Social Services have been conducted. Besides the Department of Psychology in the school of Humanities and Social Sciences, University of Zambia offer courses in guidance and counseling, tests and measurements etc.

In the area of occupational/psychological tests, four main units in various ministries are involved in the development and application of psychological tests in Zambia. These are:

1/ Ibid.,

(a) Chemical Psychology Unit of Chainama Hills Hospital, Ministry of Health;

(b) Psychological Service Unit of the Ministry of Higher Education;

(c) Educational and Occupational Assessment Services of the Ministry of Labour and Social Services;

(d) Psychological Services (formerly Psychological and Assessment Services) of the Zambia Consolidated Copper Mines Limited.

Each of these units bears the responsibility for using psychological tests to assess the qualities and characteristics of individuals in an effort to promote their optional functioning in the context of Zambian society. In brief, the above (b), (c) and (d) units are involved in psychological testing in Education and Employment while (a) above is more on the clinical aspect as far as psychological tests are concerned. The functions of (b), (c) and (d) units are therefore:

Psychological Service Unit:

(i) Examinations: Setting, supervision, data processing and evaluation in regard to the Primary Teacher Training College examination as well as secondary school examinations (Forms III and V).

(ii) Careers and Vocational Guidance: developing of materials; conducting workshops, conferences and liaison between schools and employers and training institutions.

(iii) Test Development: aptitude, ability and achievement tests.

(iv) Research: into learning process and as part of test development.

(v) Special Education: training personnel in techniques for identifying and assessing children with learning or other disabilities.

Educational and Occupational Assessment Service (EOAS)

The EOAS was established in 1964 and its work has mainly been aptitude test development and administration to various clientel. The department provides a consultancy service to government departments, the parastatal sector and private industry in all matters relating to the assessment of individuals for employment, training and talent spotting for promotion purposes. The terms of reference governing the operations of the EOAS were spelt out by a Cabinet Manpower Committee in 1967 and these include:

(i) to provide the nation with practical and effective means for assessing the suitability of candidates for various types of education and occupation; for further training and for promotion or appointment;

(ii) to provide orientation and training for senior officials in the public service and private sector;

(iii) to assist government in its Zambianization policy for the private sector in so far as assessment and selection procedures are concerned;

(iv) to develop suitable means of providing occupational guidance to individuals already in employment and those entering employment for the first time;

(v) to carry out the research necessary for the construction of new tests and other procedures;

(vi) to develop reliable and more objective methods of evaluating on-the-job performance at all levels.

For the past years, ECOAS has conducted occupational selection tests for nearly all government ministries and many parastatal and private organizations in fields including agriculture, aviation, the military, secretarial, health, education and many others. Test development and adaptation of existing tests have constituted a major focus of the overall activities of the ECOAS. It has over eighty (80) tests in stock covering the following areas: general ability, perceptual speed and accuracy, mechanical comprehension, perceptual organization, hand and finger dexterity, verbal and non-verbal reasoning, interests and temperament and other individual tests such as progressive Matrices, Kuder Preference Record, Thurstone Temperament Scheduld etc.

Psychological Services in the Mining Industry

The Psychological Services of the Zambia Consolidated Copper Mines (ZCCM) falls mainly in the area of industrial psychology and the work of the Psychological Services is closely tailored to the needs of the Copper Mining Industry. Occasionally, it has provided consultancy service in the area of testing to government departments and to private and parastatal organizations.

The Psychological Services (ZCCM) objectives are:

(i) to determine the demand for Zambian technical, professional and managerial manpower;

(ii) to determine the most effecient and effective means of providing the required number of trained Zambians to fill expatriate held jobs;

(iii) to conduct and further develop specialized assessment procedures, such as the Group Assessment of Supervisory Potential (GASP) to assist the Mining Industry in the identification of talent for promotion and personal development;

(iv) to provide and effective careers information and counseling service to school leavers, scholarship holders, and employees within the industry;

(v) to advise on effective performance appraisal procedures, to investigate human performance problems in training and at work, and to assist in the training of mining industry personnel;

(iv) to maintain a close liaison with government, the university and other Institutions within and outside the country in areas pertaining to the application of psychology in Industry.

In addition to the above functions, and in the final analysis, the more frequent functions of the Psychological Services (PS) fall under the broad category of fitting the man to the job in contrast to fitting the job to the man. Accordingly emphasis has been placed on personnel selection, careers and vocational guidance anc counseling, identification of supervisory potential and research pertaining to these areas.

Unlike Malawi, it is evident from the review of the activities of the units engaged in the applications of psychological testing methods and techniques in education and employment in Zambia that there is a realization of the importance of adopting a systematic approach in the identification of aptitudes and fitting people to respective jobs. In this respect, psychological/occupational testing and career guidance,and counseling services have been fully integrated into education, training and employment programmes in the country. There is however, the need to expand the scope of the services to include the social and community aspects of the guidance and counseling activities so that these services reach and cater for the personal and psychological problems of the youth in and out of school, the young and unmarried mothers, the adult learners experiencing unemployment problems, those in correctional institutions, the physical and mentally handicaps and many others.

This is not to say that the three units engaged in the provision and application of occupational/psychological tests, guidance and counseling services are not doing a good job, but their approach has emphasized and given more attention to careers guidance and counseling as it relates to training, selection, identification of talents and all leading to the world of work.

3. Egypt

Vocational Guidance and Employment Counseling has been one of the major concerns of the Egyptian Ministry of Manpower and Training. The programme aims at helping individuals to get the proper preparation for adult working life, and, the best utilization possible of young people when they reach the working age.

The Vocational Guidance and Employment Counseling assistance is provided at Manpower offices to those who seek such assistance. It is intended to help people young and adults to choose and prepare for a role in life which would offer satisfaction in work and a reasonable chance of progress and personal happiness. Therefore, this service is furnished to the new entrants to the employment market adult workers requiring counseling for readjustment in employment market, and school leavers and drop-outs.

To implement this programme, the Ministry of Manpower established in 1968 a general Department of Vocational Guidance and Vocational Information to be responsible for the planning, implementation of policies and procedures of the programme, training of staff, preparation of technical literature, developing tests, supervision, control and co-ordination at the national level 1/.

Six pilot Vocational Guidance units were established at the beginning in Cairo and Alexandria and many more have been established since then covering the majority of urban governments with 45 Vocational Guidance local units, in addition to 14 regional units. The plan has been to cover the whole country by the end of 1986.

At the regional level the Vocational Guidance Units assist the Manpower Directorates in the administration of the Vocational Guidance programme in their respective government areas. While at the local level of the Manpower Office, the programme of Vocational Guidance is complemented by the specially trained officer under the administrative control of the manager of the Manpower Office.

Broadly, the following functions are performed by the Vocational Guidance Units at the Manpower Offices.

(i) Provide Vocational Guidance and Employment Counseling to youth (boys and girls) and adults (men and women) individually as well as in groups;

(ii) Assist the youth in the placement of institutional or in plant training and apprenticeship;

(iii) Follow-up and review the progress of the guided youth and adults;

(iv) Arrange the collection and maintenance of up to date information in respect of educational programmes, training facilities, information of job opportunities and the requests of educational and training qualifications prescribed to fill them, recruitment methods laid down by different

1/ See ECA Report on: Vocational Guidance and Employment Counseling in Egypt - E/ECA/AATD/84/4

employers, employment trends in general as well as by different industrial sectors of the economy, public and private, employment outlook and the future planned economic growth of the area/region;

(v) Make suitable arrangements of dissemination of all the information collected and maintained to youth, adults, teachers and parents 1/.

To facilitate the dispensing of these activities, the vocational guidance services are offered through individual and group guidance by interviews and testing.

In relation to occupational/psychological testing, the General Department of Vocational Guidance and Vocational Information has developed a testing battery to be used by the vocational guidance officers in the manpower offices. The battery consists of eleven tests measuring the following characteristics: Intelligence, Hand and Eyes Co-ordination, Manual Dexterity, Figures Dexterity, Hand Steadyness and Aiming, Mechanical Ability, Mental Alterness, Multi-work Simultaneous Performance, Length Determination Performance of Repeatative - Routine Work and Tracing Ability 2/.

Because the target population is predominantly illiterates or semi-illiterates, the tests are mainly performance tests which do not require reading and writing abilities. However, the battery has included paper and pencil tests which require oral instructions and communication on the part of the examiner.

In addition to using instruments and or techniques such as individual/group guidance interviews and tests, occupational and employment market information materials are provided as part of the essential instruments of vocational guidance and counseling services.

The Egyptian programme as explained above may be well developed, however, there is need to embrace all aspects of guidance and counseling rather than confine it to vocational guidance as is the case.

4. Liberia

Guidance and counseling programmes in the Ministry of Education started nearly three decades ago. A student Personnel Services Unit exist in the Ministry of Education and is involved in among other activities the selection and placement of students, into schools; vocational training etc; organizing seminars/workshops for the careers guidance teachers; co-ordinating and supervising the activities of the careers guidance teachers; and assisting in the development of guidance and counseling materials for use by the careers guidance teachers.

1/ Ibid.,
2/ Ibid.,

Besides the Student Personnel Services in the Ministry of Education, a Guidance and Counseling Unit exists in the Ministry of Labour placed within its Bureau of Planning and Human Resources Development and whose functions are designed to compliment the activities of the Division of Employment. The Unit was established in 1982 and the objectives of the programmes as asserted by L. Page (1982) are to:

(i) Give advice and occupational information to job seekers, in -service workers, adult school leavers and learners, school drop-outs, etc. on matters relating to the choice of an occupation as well as a change of an occupation;

(ii) Make appropriate referrals and follow-up clients' cases;

(iii) Encourage the cooperation and coordination of activities of all ministries and agencies concerned with the preparation of manpower for transaction to the vocational and working worlds;

(iv) Organize and conduct seminars, workshops discussion groups, etc. for job seekers on the World of Work;

(v) Design and conduct occupational tests as a basis for occupational choice and placement;

(vi) Establish an Occupational Resource Centre equipped with occupational materials, etc. for the browsing purpose of job seekers and the general public;

(vii) Provide information on appropriate training and study courses as well as provide an insight into various career areas and structures together with their requirements and career ladder in these fields;

(viii) Evaluate at regular interval the effectiveness of the programme 1/.

In light of the objectives outlined above, the Vocational Guidance and Counseling Unit though recently established has made progress in the provision of occupational information, selection and placement of individuals into jobs and training; induction courses and counseling of individual employees, job seekers having social and personal problems.

In regard to occupational/psychological tests, these are yet to be developed and their use in schools, employment establishments etc. in Liberia is currently minimal.

1/ Lucy W. Page 'Labour Information Resources as it Relates to Guidance and Counseling Within the Ministry of Labour: A paper presented at the Guidance and Counseling Workshop jointly organized by Ministry of Education and UNECA, June 1982 Institute of Public Administration, Monrovia, Liberia.

Like Malawi and Egypt, the nature and scope of occupational testing, guidance and counseling in Liberia is mainly careers guidance and counseling in Liberia is mainly careers guidance consisting of information gathering and dissemination, advice giving, in respect of occupational choice, placement and selection of individuals into schools, training etc. The programme as a whole also lacks an organizational base for co-ordinating and integrating the guidance and counseling, occupational testing programme (at the national level) into education, training, employment social and community services. Occupational testing, guidance and counseling services should include almost all services which are directed towards human resources development.

5. Ghana has recognized the need for instituting guidance and counseling services at all levels of the education system (primary, secondary, post-secondary and university). However, more emphasis is guven to secondary schools as far as providing guidance and counseling services is concerned. In 1973, a systematic guidance and counseling programme was introduced in all these institutions. At the university level, Ghana has established a comprehensive counseling services for students. The services covers among other things, occupational orientation, personal counseling and placement.

In the area of occupational/psychological testing, not many tests have been developed to support the guidance and counseling services. In this case, like the Liberia situation, psychological tests are minimally used in schools and in other ministries involved in the helping process services.

Inspite of counseling services being made available at primary, secondary and tertiary levels of the education system in Ghana, the programme suffers from: unavailability of information on manpower projections and labour market trends to give directions to guidance and counseling and shortages of qualified staff, financial resources and other support services. In general the nature and scope of the programme is basically careers guidance and or vocational guidance and counseling services.

6. Togo

The educational reforms initiated in 1975 stipulated the need for the child to receive guidance and counseling through all the stages of educational development. The educational reforms of 1975 entrusted the responsibility of developing guidance and counseling services in schools with the Department of Education. Specifically, the main objectives of the programmes were:

(i) to help the child to become aware of the country's social and economic realities and needs;

(ii) to develop his self-awareness as well as his interests and aptitudes 1/.

1/ See Report of the Fifth Biennial Training Development Conference of the African Association for Training and Development, Addis Ababa (Ethiopia) 19-29 Nov. 1984.

A system exists for facilitating the attainment of these objectives which students are constantly monitored, counselled and psychological tests administered.

Besides the guidance and counseling services in schools, there are other institutions involved in guidance and counseling activities and they include: the documentation services; the research and statistics department; information and publication department; the department of Education's Guidance and Counseling Services; regional inspectorates; the university's Guidance and Counseling Unit; and labour services 1/.

Togo needs an effective collaboration between the different services involved in the area of guidance and counseling with a view to enhancing the effectiveness of this service. This is of paramount importance for the socio-economic development of the country and for the well being of the citizens.

In summary, the guidance and counseling programmes of the countries reviewed in this report and others such as Tanzania, Botswana, Lesotho, Sierra Leone and Zimbabwe are still in their early stages of development. In most cases, these services are rendered by the Ministries of Education (of the respective country) and are, by and large, administrative/clerical in nature, more careers guidance and or vocational guidance oriented in scope and benefitting a few students only, mainly at secondary school level with concentration to school leavers in particular (e.g. Form IV or VI).

The application of guidance and counseling services among countries in Africa also tend to be more directive rather than non-directive and influenced by the political policies and expediency as well as the limited natural and human resources. Some case studies commissioned by UNESCO (Case of Benin and Tunisia) and reported by Donald E. Super (1985) seem to confirm this. In the case of Benin for example guidance services is more directive: that is, channeling pupils where the government wants them to go, and doing it in the mass: all rural boys and girls get agricultural training in their local schools, with no choice 2/. In Tunisia, Educational and Vocational guidance services are offered at all levels of education. This is done by what is described as and called a national competition, a selective process based entirely on school achievement and on the availability of space 3/ There are some possibilities of redirection and transfer within and between schools but rather difficult when quotas and school marks are vital and that spaces are alloted to specific programmes on the basis of national needs.

1/ Ibid.,

2/ Donald E. Super. Guidance and Mobility in the Educational Systems of Developing and Developed Countries - Educational and Vocational Guidance Bulletin (AIOSP) 44/1985.

3/ Ibid.,

In view of the above, the nature and scope of occupational testing, guidande and counseling programmes and their applications among countries in Africa tend to be significantly more directive in channeling people into fields of education and work that are deemed necessary for the national economy. The tendancy to emphasize careers/vocational guidance and counseling has led to the neglect of the other aspects of guidance and counseling services. When one aspect of these services is highly developed, a degree of complacency may inhibit the development the other aspects.

Another characteristic of the guidance and counseling programmes which appear to be common among countries in Africa is that educational and vocational guidance have in most countries been separately assigned to the education and the employment authorities. The programmes appear to be suffering in one domain or in the other. The education authorities tend to be more education-oriented and working in isolation from the world of work and from the labour markets while the employment services staffs tend to be job-placement oriented without time, methods, and training with which to do more than match people and the jobs of the moment or a best of the nest few months.

IV. Nature and Scope of Occupational/Psychological Testing, Guidance and Counseling Services in: (A) Educational Institutions, (B) Employment Services, and (C) Social/Community and Health Services:

A. Educational Institutions

For the effective investment in human capital in the development of country's economy, the first vital step must be taken in the schools through adequate and effective guidance and counseling services as well as occupational/psychological testing. The need to expand (with a systematic approach) guidance and counseling services at all levels of education system (primary, secondary, post-secondary, university, colleges etc.) is therefore one of the urgent educational concern of our time.

The work of the school is determined by two basic factors. On the one hand there are millions of children in the schools, children with varying abilities, capacities, interests, physical attributes, temperaments and with unlimited potential for good or evil in their schools, community and in the country at large. On the other hand, there are the problems of living in a rapidly changing society and the task of preparing individuals to be effective and functioning members. Learning institutions should be designed to bring these two factors together. In this connection, as stated in a Manual on Guidance and Counseling Services (1983), the curriculum should provide those experiences and activity programmes which help each individual student to achieve maximum self-realization and at the same time contribute to a better society 1/.

1/ See Manual on Guidance and Counseling Services For: Schools/Employment Agencies/Social and Community Workers. UNECA March 1983.

If all children had similar pattern of needs, interests and abilities and if they all matured at the same rate, then one standard curriculum or programme of instruction would suffice. Such is not the case, however. Because of the wide individual differences among individual students/pupils, there is need for guidance and counseling services at the point where the curriculum is put into practice. The curriculum provides the experiences that the individual needs: guidance functions to help pupil suceed in those experiences.

In this view, occupational/psychological testing, guidance and counseling services must be fully integrated in the school curriculum. It is only when these services are fully integrated in the school curriculum, that the nature and scope of guidance and counseling services can be defined and programmes designed accordingly. The significant importance of integrating occupational testing, guidance and counseling services into the school curriculum is that the services cease to be marginal activities on the boundaries of schools and colleges, instead, they become part of the school/college central activities. The integration of these services into the curriculum also represents the recognition that the prime purposes of the guidance and counseling services should be to help students/pupils to prepare for the career choices and the transitions that face them as well as self-awareness in decision making.

With the integration of guidance and counseling service into the curriculum, the nature and scope of the guidance and counseling service, occupational/psychological testing should have the following objectives:

(i) to develop among students and work aspirants educational awareness through an understanding of educational envrionments, the relationship of vocational and or career choices to educational requirements and educational opportunities in specific institutions and programmes; in relation to job opportunities;

(ii) to develop among them career opportunities, life styles that are reflected in different types of work, and job openings;

(iii) to develop among them planning skills through an understanding of personal decision-making, coping skills to meet different life situations, and the procedures involved in advancing from one level of education (e.g. primary, secondary etc.) to the world of work; and

(iv) to develop among them self-awareness through an understanding of their abilities and competencies, interests, values and personal characteristics that are important in giving direction to educational and career goals.

With these objectives in mind and in consideration of the facilities and resources available in schools and institutions of the respective countries, the nature and scope of guidance and counseling, occupational/psychological testing may involve the following:

(i) At Primary School: Assisting pupils to develop a harmonious and integrated personality core through carefully planned school experiences which reflect the integration of the forces impinging on the individual. The services may therefore include:

(a) Educational guidance: orientation to pupils about school, the curricula and the school opportunity; developmental tasks method with the strength and weaknesses to strengthen pupils' potential for growth; development of positive attitude towards learning and motivation toward subject matter being learned; development of study habits and creation of a desirable classroom environment for mastery of subject under study; and establishing confidence in mastery of subject matter for attaining highest scholarship.

(b) Careers/vocational guidance: exploration of occupations (but not choice) to arouse interests in various occupational fields; developing interests and spotted aptitudes and/or potentials among pupils in relation to careers and the world of work, and provision of occupational information.

(c) Personal Counseling: assistance to the pupil in knowing, understanding, accepting and improving ones self; interpretation of the pupil in his home, cultural setting, his responses to others within the socialization process; and the development of personal understanding, being rational for problem solving and decision making.

(d) Psychological testing: for identification of pupils' potential, aptitudes, interests and personality traits; determining pupils' strengths and weaknesses and any disabilities of pupils at their early stage of development; placement of pupils and behaviour modification.

(e) Mental Health: mental health is concerned with health both mental and physical. Good physical health therefore implies: freedom from physical illness, suitable stamina and strength, and absence of or correction of physical and sensory handicaps. Goodmental health also implies freedom from mental illness, happiness and a wholesome development of character and personality. The school in many ways is responsible for fostering the mental and physical health of the child as well as his intellectual development. Hence the school has a commitment to the total development and welfare of each child, and the guidance service is instrumental in bringing this commitment to fruition. This is the relationship between the guidance service and the promotion of good mental health.

Activities of mental health as part of the guidance service should therefore involve among others the following: identifying the problems of major concern to students which may include: the state of his/her emotional health; quality of general health; nature and quality of relationships with friends and with family members; his feelings and attitudes towards school. Once problem areas are identified, appropriate procedures for coping with these problems and for preventing new problems may be developed and carried out.

(f) Referrals: A guidance and counseling programme in a school should have a list of specialists and other resources available for referral. The counselor should refer any critical cases to relevant specialists.

(g) Follow-up - guidance service should include a follow-through programme. The guidance counselor needs to follow-up individual clients to determine the effectiveness of counseling; to see if the client has carried out his/her plan of action; how successful and what might be done to alter or improve the plan of action.

(ii) At Secondary/Post-Secondary School/University: Guidance and counseling services in secondary school/college assist adolescents and adults to extend themselves to the optimum in all various aspects of adolescent and adult living such as educational planning, career choice, personal relationships and living with one's self. Consequently, the nature and scope of guidance and counseling, occupational testing at secondary/post-secondary school may involve and include the following:

(a) Educational Guidance with attention given to improving the learning skills of the students; helping students develop sense of responsibility to organize and run constructive recreational activities which will help them to explore and develop their physical abilities and hobby interests; helping students explore and determine their own abilities and interests and assist them in subject choice leading to different goals and careers; planning skills through an understanding of personal decision-making, coping skills to meet different life situations; understanding students strengths and weaknesses and guiding them towards a realistic approach in utilizing their abilities and relating their subject choices towards future occupational plans; planning, preparing and carrying through an appropriate educational programme.

(b) Vocational Guidance: Because of the growing demand for efficient, skilled and technical workers in every phase of a country's development and the increasing number of opportunities for occupational training both at home and abroad makes vocational guidance more urgent in secondary schools. Vocational guidance should emphasize

helping students and parents to make a long-range plan of study; providing appropriate classroom placement for students with special abilities or disabilities; establishing procedures for course selection by students; and parents to make a long-range plan of study; providing appropriate classroom placement for students with special abilities or disabilities; establishing procedures for course selection by students; furnishing student data to the receiving school when a student transfers, obtain student data for new students, and give individual student data to educational and training institutions, prospective employees and employment agencies; leading young students to gaining more self understanding and the range of job opportunities available in the area and little beyond; understanding and having knowledge of the world of work.

(c) Occupational/Psychological Testing - This involves students' appraisal through testing covering such areas as achievement tests, general intelligence, aptitudes, interest, attitude, personality and adjustment tests; also appraisal through non-testing methods such as observations, self-reports, comulative records and sociometry. Students' appraisal service through testing and non-testing techniques should be provided in secondary schools in order to: identify talents, interests and aptitudes of students; identify special problems among students that may require immediate attention; assist individual students to follow a particular training programme that is more in line with the individual's occupational plans, interests and abilities; collect information on various atributes of an individual student and identify or discover personality traits.

(d) Counseling service: This is a service offered to students with personal/social and academic problems to the extent that the individual student is emotionally disturbed, irrational unable to make a decision and or to function normally. The service involves: assisting student to understand, accept himself as an individual making it possible for him to express and develop an awareness of his/her ows ideas, feelings, values etc; developing in the student a greater ability to cope with and solve problems and an increased competence in making decisions and plans; assisting the student in relating his interests, aptitudes and abilities to current and future educational and occupational opportunities and requirements. The counseling service is dependent upon adequate previous analysis of the individual student.

(e) Referral Services as part of the guidance service involve the referral of individual student to a specialist and assisting the individual student to accept referral to a specialist and furnishing the specialist with student's data. This service is necessary in the school because the school counselor may in most cases not able to deal with all students' problems.

(f) Mental Health: This is important as explained earlier (under primary school guidance service).

(g) Follow-up Services: This service is intended to secure information about former students and to provide continuing service to the students after they leave school. It also serves as research service to evaluate the effectiveness of the guidance programme.

(h) Placement Service: This service is related to practically all areas of the educational programmes such as courses of studies, work experiences etc. Liaison is maintained between the students, employers, employment agencies and different community resources. Placement services is concerned with the satisfactory adjustment of the individual to the next situation whether in school or on the job 1/.

In summary, the nature and scope of guidance programme usually include as outlined above the following: guidance i.e. educational and vocational or careers guidance service; counseling service; individual appraisal service i.e. occupational/ psychological tests; placement service; mental health service; follow-up service and referral service. Other services that are often included in the guidance programme are: consultation with teachers and other members of the staff; and consultation with parents.

A comprehensive programme of guidance can be operated based on the above services. However, it is not possible for a school to include all of these services but the school can adopt and adapt some of these services to suit its own available local resources as well as the objectives of its own guidance programme.

B. Employment Services

In most African countries the field of guidance and counseling seems to be one of the most pressing questions as far as employment is concerned. This is also a field where, without too farreaching measures for a start, it should be possible to improve the current vocational guidance, normally given only to students in

1/ M.S. Shaikh. Media in Counseling and Guidance: Paper presented at the CAFRAD'S CAREERS GUIDANCE TRAINERS WORKSHOP - READINGS IN CAREER GUIDANCE AND COUNSELING. Lagos, Nigeria, August-September 1978.

in secondary school at the 'O Level (i.e. last year of the lower secondary education) and also to expand the scope of guidance and counseling service to cover other groups within the school system as well as groups outside it, i.e. groups on the labour market. Instead of letting the employment service simply try to find an individual a job, the service with the help of the school guidance when relevant should attempt to assist in the whole question of the individual's employment, e.g. what kind of job he/she could do, how to go about it, and in the longer run, how to envisage the later stages in his occupation or career. This is indeed a part of the employment services role as a human resources developer.

The question here is according to Stig Asklund (Dec. 1979) should the primary objective of vocational guidance be to satisfy national manpower goals, or should it ignore such considerations and seek to maximize the individual's freedom of choice? 1/. The school guidance and counseling as well as the occupational/ vocational guidance and counseling service that should be undertaken by the employment service certainly has to discharge two objectives which sometimes appear to conflict. On one hand, there is the service to be given the individual and on the other hand, the implementation of manpower policy goals for the best of the country.

To what extent should the objective be to maximize the utility of the individual through allowing him maximum scope for self expression and self-improvement? or should the guidance service attempt to steer the individual towards areas of labour shortages or areas of possible employment so as to obtain the most efficient utilization of labour resources from the point of view of the national economy? What can the country afford? 2/. At the moment, the vocational guidance within the ministry of labour and employment is doing its best to make the population as a whole aware of the trends on the labour market, so as to achieve the changes in attitudes needed if people are to accept them, rather than to think in terms of helping individuals to formulate career plans.

Besides what has been said above, the main objective of guidance and counseling service within the employment service is to ensure proper development and full utilization of the available human resources by avoiding putting square pegs in round holes. The specific objectives should include:

(i) Assisting persons entering into the world of work and the unemployed to lay appropriate educational/vocational strategies;

(ii) Providing the unemployed and employed with the necessary information and guidance as to how they can find employment to uplift themselves;

1/ Stig Asklund
2/ Ibid.,

(iii) Informing those in employment of career development programmes;

(iv) Harmonization of the activities carried out by various agencies concerned with preparation of manpower;

(v) Establish an occupational/educational training opportunity information and material bureau for the browsing purpose of job seekers, employees and the general public;

(vi) Provide information on appropriate training and study programmes related to various occupations;

(vii) Develop sense of collective responsibility between trainers and employers in the provision of guidance and counseling;

(viii) Help employees to recognize and appreciate the significance of individual and collective roles towards proper functioning of the organization;

(ix) Developing liaison programmes with schools and training institutions to ensure that information on the work demands of the employing agency is passed on to prospective job applicants on time;

(x) Informing employed persons of opportunities for improving their occupational development potential, their level of performance, their earnings and positions of the educational and vocational training requirements of the facilities available for this purpose.

To meet these objectives, the scope of the guidance and counseling, occupational/psychological testing services should involve where possible the following services:

(i) Occupational/psychological testing: A test specialist trained in industrial psychology and or other related psychological field may provide this service by administering, scoring and interpreting tests with a view to: identify individual occupational interests, occupational preferences and special skills for certain given trades and skills. This in return provides the counselor with the necessary data for placement and recruitment of job-seekers; plan appropriate training activities for the clients; understanding individuals' self-perception within the working environment, his/ performance and work satisfaction.

(ii) Motivation/promotion activities: The activities may include: provision of the necessary inputs towards the work; a regular feedback mechanism on performance appraisal reward and promotion on merit; and training. Training activities whether organized within or outside the establishment by the counselor and in collaboration with training institutions would enable trainees (employees) acquire further skills and knowledge and this will enhance their performance and productivity. Similarly the promotion of acquisition of skills through training activities is a motivation process as well as an incentive to the employees. If appropriately designed, the training aspect in as far as guidance and counseling service is concerned will encourage employees to develop a career within the establishment.

(iii) Occupational Information Service: One of the key function of the counselor in the employment service is the collection, dissemination and storage of information concerning various occupations including the related training opportunities, qualifications, skills and the various conditions associated to the job. The provision of occupational information to job seekers and employees is essential to eliminate the by-chance elements in occupational choices. Similarly, this gives job seekers and employees the opportunity to understand job requirements for which they are applying, conditions and other information individuals need to know before making a decision for taking the job or undergoing the training required. An effective guidance programme within the employment service must therefore be built around the elements which will provide employees and job seekers with the necessary occupational information along with the skills, and training required as well as the employability skills which will enable them to get and hold jobs. In addition to collecting and dissemination of information, the occupational information mechanism should include: clear job description and occupational classification; schemes of work and career development programmes; regular manpower surveys and or manpower forecasting; and projected prospects of various occupational cadres. With the availability resources and facilities as well as long-term plan, the occupational information service should operate as a Bureau or Information Data Bank.

(iv) Counseling: This may be carried out by a trained counselor to help employees, job-seekers etc. to identify and solve emotional problems which may interfere with the client's work performance, inability to cope with work, colleagues, supervisors as well as lack of skills to do the required work.

(v) Interviewing (different from counseling).
This is another service in the employment service whereby interviews are carried out with job seekers, employees in order to gain and find more information about the clients (job seekers, employees etc.) and to use that information for assisting the job seekers in getting and placing them into the available jobs according to client's qualifications and skills.

The above services necessarily involves a large number of staff training as the present employment service staff among the African countries is not very familiar with guidance and counseling, occupational/psychological services.

C. Social/Community and Health Services

Since guidance and counseling is a therapy to most problems of humanity and social services is a professional help given by experts to a person in need of social assistance, guidance and counseling would be a very effective instrument to be used to enhance the attainment of social, community and health goals.

The fact that industrialization and technological progress have had an impact on various aspects of social, economic, community and health life in the developing countries the need for guidance and counseling, occupational/psychological testing is necessary. This is because as stated earlier on in this paper, the social structure, behaviour patterns, life styles and cultural norms have changed. Secondly, social-oriented problems such as drug abuse, alcholism, smoking and sexually-transmitted diseases are on the increase and affecting the health of many individual youth and adults. Therefore, individuals especially the youth appear to be misfits and uprooted from the traditional and accepted ways of life. They, and others, need help to cope with the traumatic experiences they experience. The guidance and counseling service, occupational/psychological testing programme within the social, community and health services should be appropriately designed to achieve among others the following objectives:

(i) Assisting and giving help to growing persons to solve their problems of social and psychological adjustment;

(ii) Rendering marriage guidance and counseling. This and other family social and economic problems should be handled properly by a marriage counselor;

(iii) Providing rehabilitation services to individuals under policy and probation officers, prisons;

(iv) Helping parents with handicapped children to accept the mental/physical conditions of their children or relatives so as to facilitate their children's mental and physical health;

(v) Sensitizing the community to becoming self supporting through organizing local groups and mutual associations;

(vi) Assisting the community in initiating programmes useful for the community by utilizing community resources available;

(vii) Promoting awareness of individuals in the community to pertinent problems that hinder socio-economic development in the community;

(viii) Providing information on careers and training opportunities as well as helping youth towards self-understanding and self-awareness of their strengths and weakness for personal enhancement and decision-making.

To put the above objectives into practice, the scope of the guidance and counseling, occupational/psychological testing may involve the following suggested services.

(i) Child care services: this area of operation covers establishment of MCH clinics. Here Family Planning Programmes can be incorporated including harmful traditional practices, like female circumcision and other outmaded practices;

(ii) Counseling Services: this service should offer personal and group counseling of children, youth and adults experiencing emotional problems, maladjustment, unsatisfactory mental health conditions. Other services such as psychotherapy, play therapy, occupational and group therapy for somehow seriously distrubed individuals, programmes of child guidance clinics, and visiting social workers (at home and at school). These activities constitute a variety of mental hygiene practices which help to restore mental and physical welbeing of the individual.

(iii) Community Organizations/Extension Services

Assisting in agriculture, food and nutrition and health extension services as well as in other activities sponsored and run by service clubs e.g. Rotary club, Women groups, and other voluntary/church organizations. The guidance officer working in collaboration with social, community and health officers in the community should facilitate the participation of individuals (in the community in these activities by encouraging and creating an awareness among them of the importance of these activities to their health. social and economic welfare.

(iv) Probation services: the services should take help probationers, treatment of the offenders, etc. and preparing offenders through counseling of life outside prison and how to adjust themselves in the society when they go back to normal life.

(v) Establishment of youth centres: These youth centres should provide activities (social, economic, health political etc.) of benefit to the youth. Activities which may enable youth to: develop and pick up skills for their living; gain knowledge that may be useful for employment opportunities; develop self-understanding and self-awareness of his/her own interests, abilities etc. and which he may eventually explore opportunities for earning a living; develop a health and positive attitude towards life and work. On the part of the counselor, youth centres should enable him/her to: identify and assess individual youth potential and abilities and facilitate this through employment and training opportunities; identify youth problems (social, mental, family, financial etc.) and help them to restore good mental health and provide options and skills for problem solving and decision making; organize and create activities that are gainful to the youth.

Related to social, community and health services are guidance and counseling services in Rehabilitation services and related institutions. Target and or special groups in need of rehabilitation, guidance and counseling services include among others the following:

(i) Convicts and ex-convicts;
(ii) The disabled, both mental and physical handicapped persons;
(iii) Juvenile deliuquents, including both parking boys and girls;
(iv) Refugees and all displaced persons;
(v) The sick and convalescing ones;
(vi) Drug addicts, including alcholics;
(vii) Young unmarried mothers;
(viii) Beggars (especially in urban areas)

The above special groups need guidance and counseling, occupational/psychological testing services in addition to rehabilitation services to help them to: adjust socially and economically; accept their physical and mental ability limitations and facilitate what they can possibly do; accept and understand their strength and weaknesses; accept environmental conditions (e.g. refugees) and adjust accordingly; accept responsibilities (e.g. young unmarried mothers) and take options to improve the conditions su-rounding them. To assist these special groups improve on their conditions, the scope of the guidance and counseling, occupational/psychological testing services may involve the following advanced suggestions:

(i) Information Service: information on occupations and training opportunities. Information must include job classifications, training requirements and skills required to perform the job, work conditions both environmental and physical conditions etc. Collecting and dissemination of information.

(ii) Counseling: personal counseling to individuals in need for counseling to enable them solve problems or take a course of action. Counseling parents with handicapped children to enable them cope with their children's mental and physical disabilities.

(iii) Individual Appraisal Services: Including testing and non-testing techniques (occupational/psychological tests). For identification of individual potential, interests and assessment of individual abilities etc. Identifying problems and determining treatment or cause of action.

(iv) Referral Services: By establishing co-operation and co-ordination of activities with various professionals and or experts for referral and also with government ministries and other agencies concerned with rehabilitation services.

Considering the above listed areas of operation, it could be concluded that guidance and counseling services play a great role in order to arrive at a sound solution and enable individuals with social, psychological, mental, physical etc. problems adjust and become fully integrated members of the community some capable of engaging in productive income generating activities.

V. Organizational Arrangements for Occupational Testing, Guidance and Counseling Services

Country case studies (Tanzania, Zambia, Togo, Lesotho, Swaziland, Ethiopia, Malawi Uganda etc.) as presented at the Conference of the African Association for Training and Development (Addis Ababa, Ethiopia, 19-29 November 1984) and at the Subregional Workshop for Occupational Testing and Career-Guidance Personnel on Organizational Arrangements for Occupational Testing, Career Planning and Programming, guidance and counseling (University of Nairobi, Kenya, 21-31 July 1986) reviewed a number of constraints in institutionalization of guidance and counseling services. One constraint observed in all country case studies was lack of policy guidances and national organizational structure necessary for integrating guidance and counseling, occupational/psychological testing services in each country's educational system, employment services, social, community and health services, rehabilitation and related services.

In order to create the necessary link among the ministries, institutions and voluntary agencies involved in planning, programming and offering guidance and counseling services, a stable structural set-up is needed. The structural set-up should provide the base for co-ordinating the various efforts being made by various organizations, ministries, voluntary agencies etc. in the field of guidance and counseling, occupational and psychological testing. The structural set-up at the national level an over-all organizational base for planning, programming and co-ordinating guidance and counseling services, occupational/psychological testing should include activities at the Regional and Subregional level, National level, Ministerial/Department level.Institutional level and Family level. Following are suggestions for structural and or organizational set-up at the various levels mentioned here.

(i) Regional/Subregional level: Since a good number of the countries in Africa have accepted and recognized the importance of guidance and counseling and are offering guidance and counseling services, occupational/psychological testing in schools, employment services etc. a structural set-up through some kind of collaboration among countries of the region and or at a subregional level could be organized. The subregional workshop held in Nairobi in July 1986 recommended the need for subregional co-operation and the formulation of an Association of Guidance and Counseling.

Areas of co-operation identified included: research and co-ordination of information material; testing and assessment systems; dissemination and exchange of material tests and books etc. published in guidance and counseling); and training. The workshop recognized the need for this collaboration and co-operation at sub-regional and regional levels in order to be able to:

(i) standardize professional services;
(ii) share experience and expertise;
(iii) share materials and information;
(iv) tackle the already existing social and educational problems through research and information network;
(v) African setting;
(vi) Maximize the efficiency and utilization of resources 1/.

These activities it was suggested could be realized through the formulation of a Regional or Subregional Association of Guidance and Counseling whose objectives should be:

(i) to promote training in guidance and counseling;
(ii) documentation and information services;
(iii) exchange of expertise, information etc.;
(iv) to promote the work of guidance and counseling services;
(v) to carry out research and evaluation;
(vi) to develop and promote the use of occupational tests, psychological tests and other assessment instruments;
(vii) organize seminars, conferences etc. for exchange of experiences, information, publicizing guidance and counseling services.

To achieve the above objectives, there should be a national Association of guidance and counseling to work in collaboration with other National Associations and the Subregional Association. In terms of structural set-up at the Regional/ Subregional level, the formulated Regional/Subregional Association of Guidance and Counseling comprising of members and or representatives from countries of the subregional and or regional level. The Associations functions would include among others:

1/ Report of the Subregional Workshop, Ibid.; p.44.

- formation of policy guidelines for guidance and counseling
- planning and designing research in guidance and counseling
- carrying out needs assessment for guidance and counseling
- develop strategies for effective dispensing of guidance and counseling services
- develop plan of action for the development of materials and tests.

The above formulated policy guidlines, strategies, needs assessment etc. could be brought to the attention of the national organizational set-up as well as the National Association for their consideration and incorporating where possible policies, strategies etc. emanating from the Regional/Subregional Association.

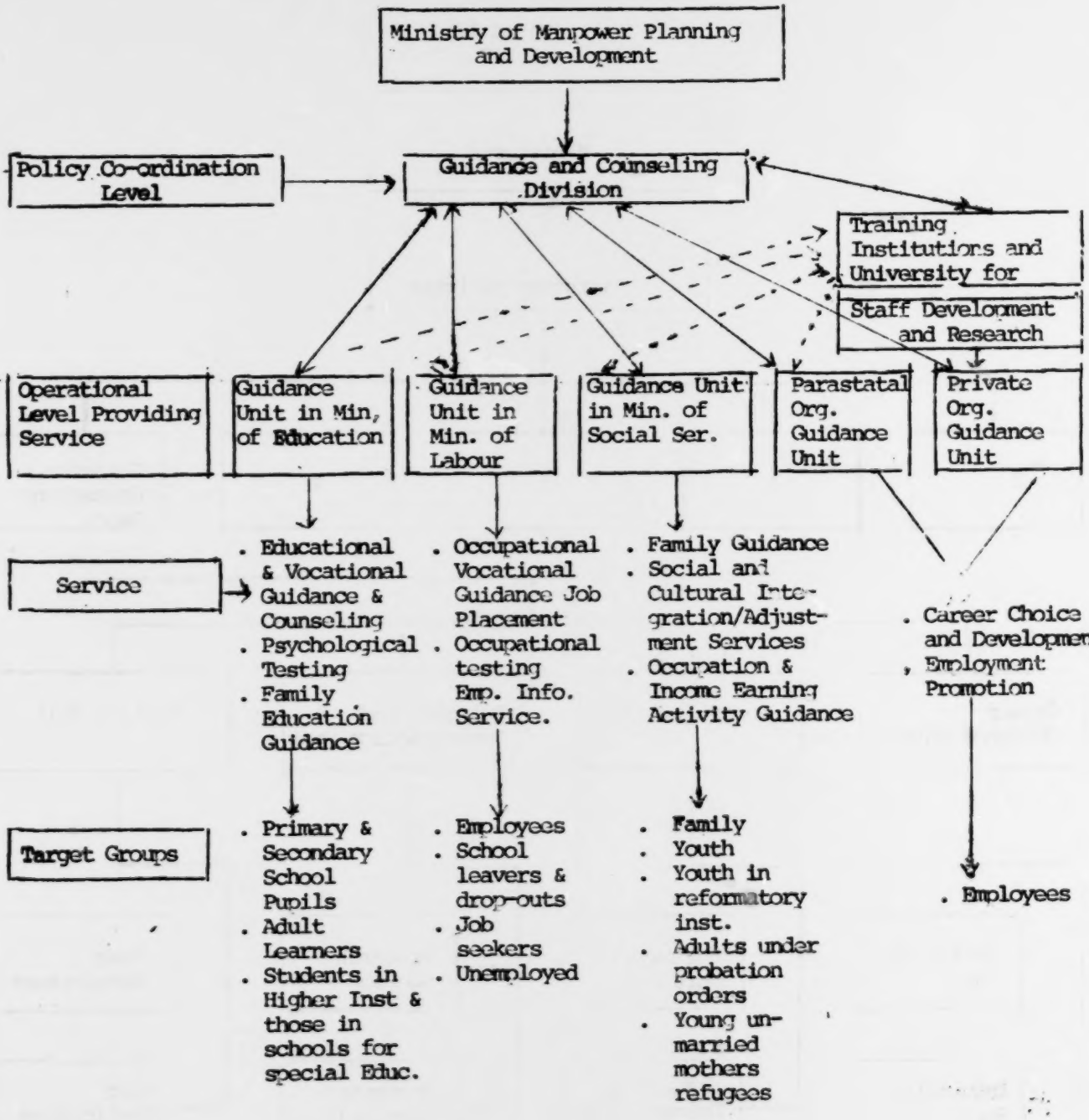
(ii) National level: The Conference of the African Association for Training and Development held in Addis Ababa, December 1979 recommended among other things the establishment of a national organizational set-up based in the Ministry of Manpower Development or any Ministry responsible for human resources planning and development.

The structural set-up should serve as the over-all co-ordinating body for the guidance and counseling, occupational/psychological testing services at the national level. It should design and plan appropriate programmes for rendering guidance and counseling services in schools, social and health services, employment services etc. Formulate policies and guidelines for integrating the service into schools, institutions, employment services, social services etc. Carry out research studies, develop materials and tests for use in guidance and counseling services. Within the structural set-up there should be a unit for constructing and develop occupational/psychological tests. Such a unit could work in collaboration with the National Examination Council/Board. There should also be a unit for developing materials, visual aids, picture illustrations tapes etc. and this unit could work in collaboration with the curriculum department.

Following is a chart illustrating a functional Relationship Between Ministerial Guidance Service and Ministry of Manpower Development Proposed Guidance and Counseling Service. This organizational set-up was discussed and recommended at the Conference of the African Association for Training and Development (1979 Addis Ababa). The set-up is at four levels. The policy co-ordinating level responsible for policy making and programming for the guidance and counseling programmes at the national level. The operational level shows the guidance units in the various ministries etc. providing the service. At the service level shows various aspects of guidance and counseling services rendered by the respective ministries. While the Target group level shows the target groups receiving the services rendered by the various ministries.

Functional Relationship Between Ministerial Guidance Services and Ministry of Manpower Development Proposed Guidance and Counseling Service

(Chapter I)


Ministry of Manpower Planning and Development
Policy Co-ordination Level
Guidance and Counseling Division
Training Institutions and University for Staff Development and Research
Operational Level Providing Service
Guidance Unit in Min. of Education
Guidance Unit in Min. of Labour
Guidance Unit in Min. of Social Ser.
Parastatal Org. Guidance Unit
Private Org. Guidance Unit
Service
. Educational & Vocational Guidance & Counseling
. Psychological Testing
. Family Education Guidance
. Occupational Vocational Guidance Job Placement
. Occupational testing Emp. Info. Service.
. Family Guidance
. Social and Cultural Integration/Adjustment Services
. Occupation & Income Earning Activity Guidance
. Career Choice and Development
. Employment Promotion
Target Groups
. Primary & Secondary School Pupils
. Adult Learners
. Students in Higher Inst & those in schools for special Educ.
. Employees
. School leavers & drop-outs
. Job seekers
. Unemployed
. Family
. Youth
. Youth in reformatory inst.
. Adults under probation orders
. Young unmarried mothers refugees
. Employees

Though rather comprehensive, this structure could work given the financial and human resources as well as the support at the policy making level.

The organizational structure as seen in Chart I (see next page was revised at the Nairobi subregional workshop (July 1986) during which the group came up with a revised chart of an organizational structure as shown below:

SCHEMATIC REPRESENTATION OF THE ORGANIZATIONAL SERVICE OF GUIDANCE AND COUNSELING

(Chart II)

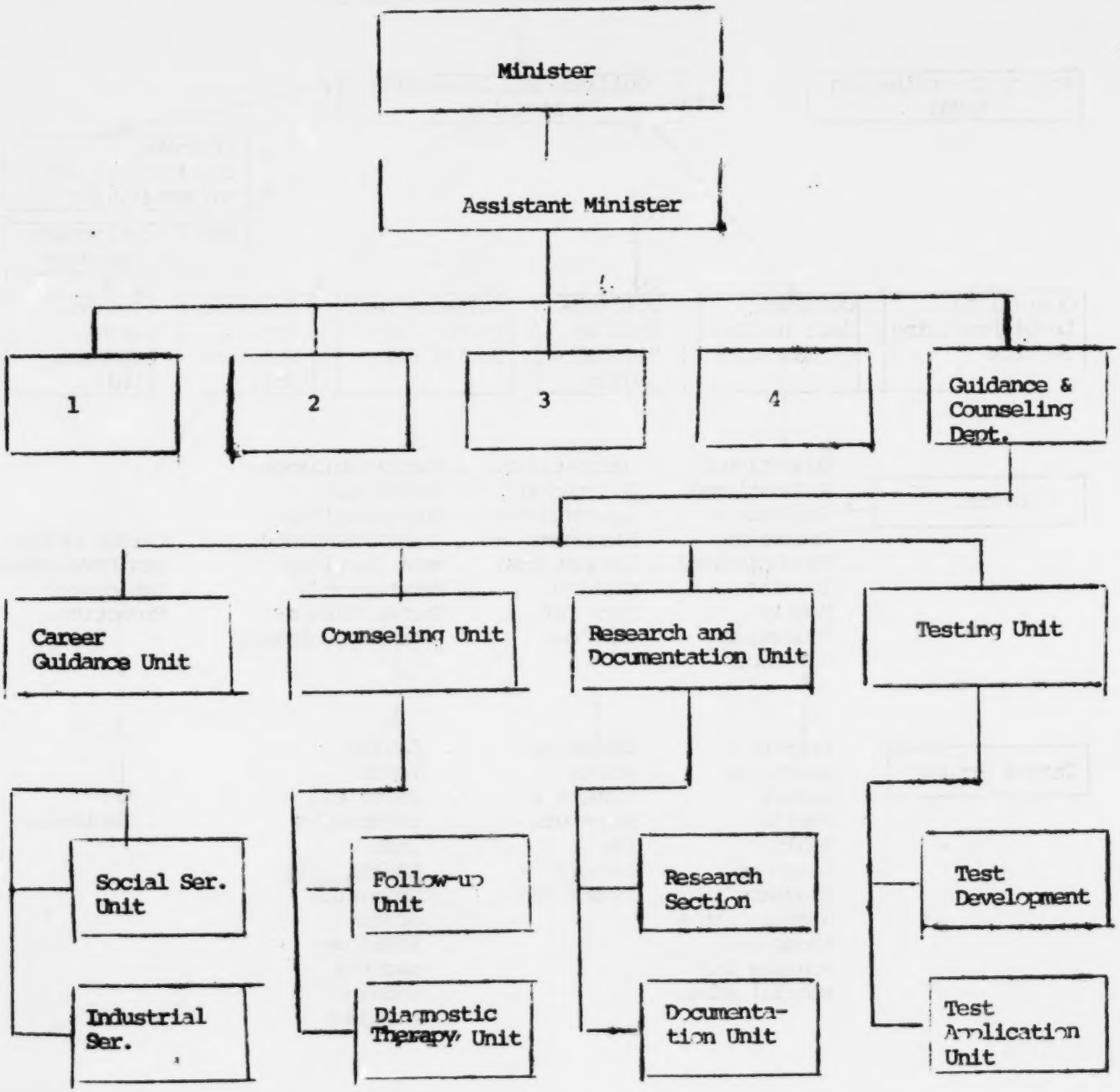


Chart II as recommended by the group attending the Nairobi Subregional Workshop agreed that the structure could be created in a ministry responsible for Human Resources Development and headed by a minister. Squares or boxes 1,2,3 and 4 in the chart were not specified in order to allow flexibility and modifications at each country level to create whatever departments desired or needed and which will give full support to the guidance and counseling programme at the national level.

This paper will not attempt to compare and or give weight to one chart or the other. The idea is to present both organizational structures to give room to concerned guidance officers, teachers, specialists etc. involved in guidance and counseling programmes at the policy level as well as operational level to study and analyse the two as bases for further modification and programming.

In planning, reforming or evaluating a national programme for guidance and counseling services, occupational/psychological testing, it is essential to take into account the human and economic resources of the country, together with the culture in which people grow up,are education and go to work. The expectations of the government, families, business and industry, pupils and students also need to be understood and reconciled in so far as possible. What is the present level of training in guidance and counseling, and what can be done to improve it and to recruit, employ and induct people trained to do the needed work in guidance and counseling and with the available and developable resources. These and a host of other questions have to be taken into consideration when setting up an organizational base.

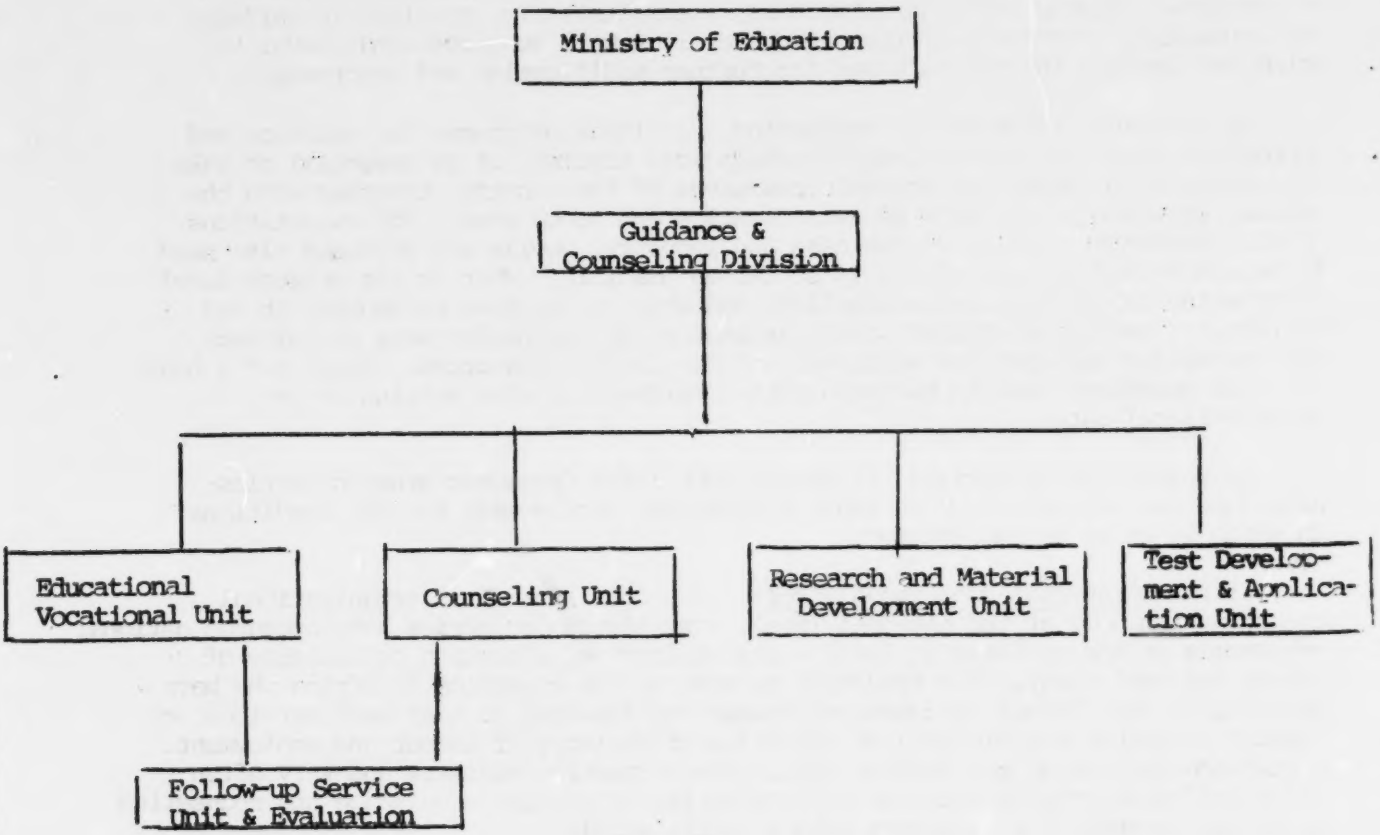
Whatever plan is devised, it should both learn from what other countries have done and are doing and be truly indigenous, custom-made for the conditions in which it is to be implemented.

(iii) Ministerial Department level: Given the lack of an organizational co-ordinating body at the national level, most African countries have operated national programmes at the ministerial level - the ministry of education or ministry of labour and employment. The tradition in most of the countries in Africa who have established some formal guidance and counseling services is that such services are located in either the ministry of education or ministry of labour and employment. A guidance and counseling section within the respective ministry and very often understaffed is charged with the responsibility of running a guidance and counseling programme catering for secondary school pupils mainly.

The current established guidance and counseling sections within the ministries of Education, Labour and Employment are very important and necessary for the provision of education/careers-oriented guidance services and the employment/ occupational oriented guidance services respectively. Until at the time a Unit responsible for co-ordinating guidance and counseling services at the national level is realized, current guidance sections in ministries of Education, Labour and Employment should serve as co-ordinating units in collaboration with other ministries

such as: Social and Community, Health, Home Affairs and others. To play this role, the guidance sections in the respective ministries should be expanded to include various areas of guidance and counseling services. In this case, an organizational base to build on the programme could be established and strengthened. The following is an example of an organizational set-up within the Ministry of Education:

Chart III



The organizational structure may be kept as simple as possible taking into consideration the financial and human resources available. As seen in the Chart, the Educational/Vocational Guidance Unit should be responsible for designing and developing the programme according to the objectives set forth as well as the needs of other relevant concerned ministries. The unit should also be responsible

for rendering the services and developing the material required or needed in the area of educational/vocational guidance services. The counseling unit should be equiped with professional trained counselors to give counseling to those who need founseling. The Research and Material Development Unit should be responsible for carrying out research and needs assessment in guidance and counseling. Publish research findings and disseminate research materials to various concerned ministries and within the Ministry of Education. It should also develop other materials such as Bulletins, Pamphlets, visual aids, tapes, posters etc. Data processing and dissemination of the materials.

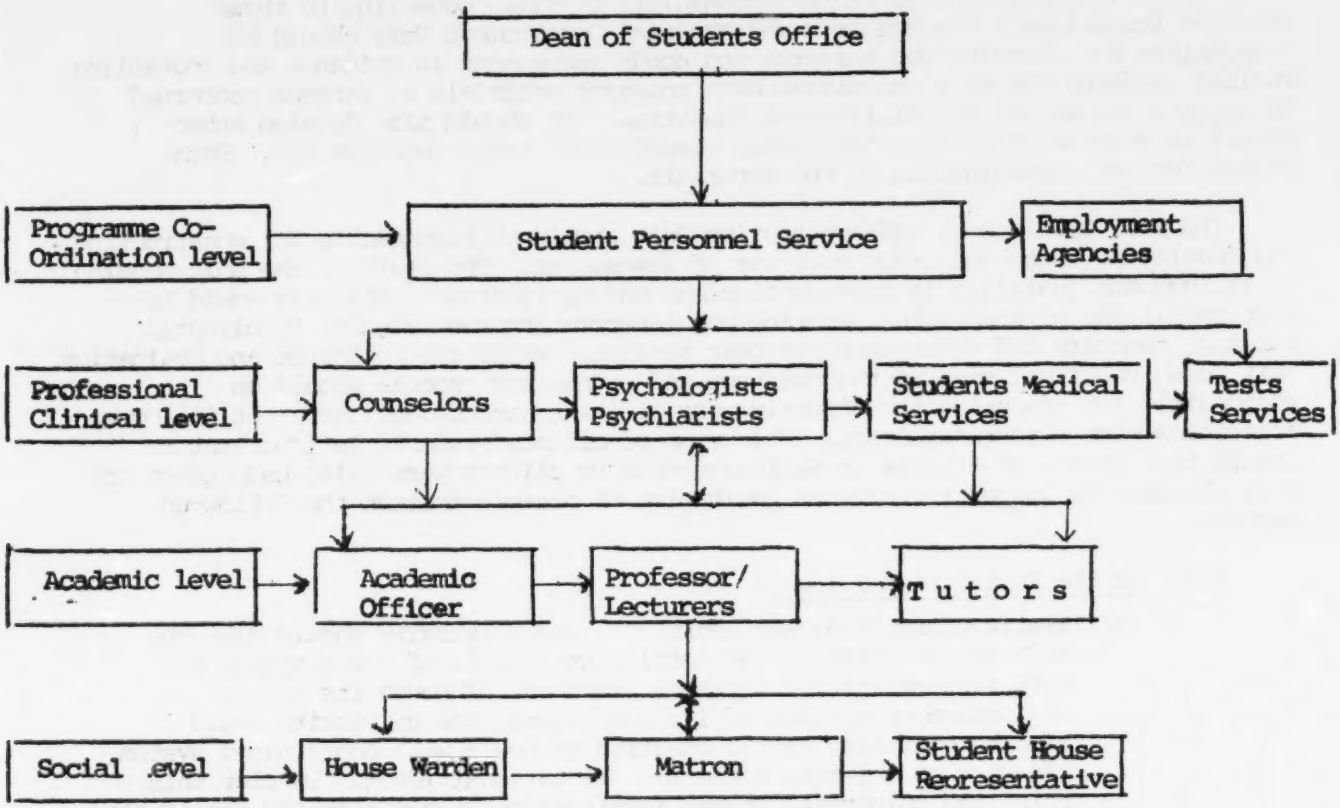
The Test Development and Application Unit should be responsible for constructing and developing tests and other measures of assessment. The staff of the unit should be trained and qualified in test development and application. The Unit would be responsible for administering, scoring and interpreting test results to clients, parents, teachers and other users of test results. While the Follow-up and Evaluation Unit being the final step in the guidance and counseling process should be responsible for assessing the effectiveness of the programme and carry-out follow-up activities with clients/students. Follow-up of clients/students is important to ensure that course of actions or decisions made by clients were being undertaken and that clients are helped to carryout their plan of actions through the follow-up service.

(iv) At the Institutional level:

(a) Institutions of Higher Learning: The University should play the role of facilitation and setting an example of how a system can work through its own internal practice. Through its own co-ordination or working of its sub-organs, the university could also be examplary on the question of how a well coordinated system can work on a larger scale e.g. at national level. To play this role, the university of any institute of higher learning should also have its own organizational structure. The structure should include an office of student affairs or student personnel services responsible for delivering and co-ordinating academic and non-academic services necessary in the students' life at the University and outside the university. The student Personnel Service Office should have sections or units to provide various aspects of guidance and counseling services. Given below is an example of an organizational structure the university may set up in order to provide the needed guidance and counseling services.

To elaborate on the given Chart IV, the student Personnel Services could be located within the office of the Dean of students but having its own office and functions. The student Personnel Services functions would be: to co-ordinate guidance and counseling services at the university and design appropriate programmes; to contact and work closely with employment agencies for job and training opportunities; collect and disseminate occupational/career information; to contact and compile a list of specialists for referral services and others.

(Chart IV)



At the professional/clinical level, trained counselors within the Student Personnel Services would provide counseling to students who require counseling and work through with students and assist them in solving their personal problems. Students with critical mental problems beyond the counselors' help are then referred to specialists e.g. to a psychiatrist and to the student medical services.

In relation to academic problems at the academic level, academic officer, lecturers and tutors should be in a position to identify students experiencing problems in their chosen courses, or those unable to cope with the academic demands and give every assistance to the students. The students could be referred to the Student Personnel Services Office which in return will provide more assistance through their counselors and other referral services.

At the social level, house wardens, matrons and student representatives are responsible for students welfare outside the lecture rooms, hall etc. In this regard, they are in position to identify students having or experiencing social-oriented problems such as excessive drinking, smoking, drug abuse, problems with the opposit-sex, not getting along with others and other problems. Pastoral services should be part of the referral services whereby students may be helped through a spiritual/religious approach.

The above guidance and counseling services could very well be programmed and co-ordinated by the office of the Student Personnel Services with the full support of the administration, the office of the Dean of Students and the University academic staff.

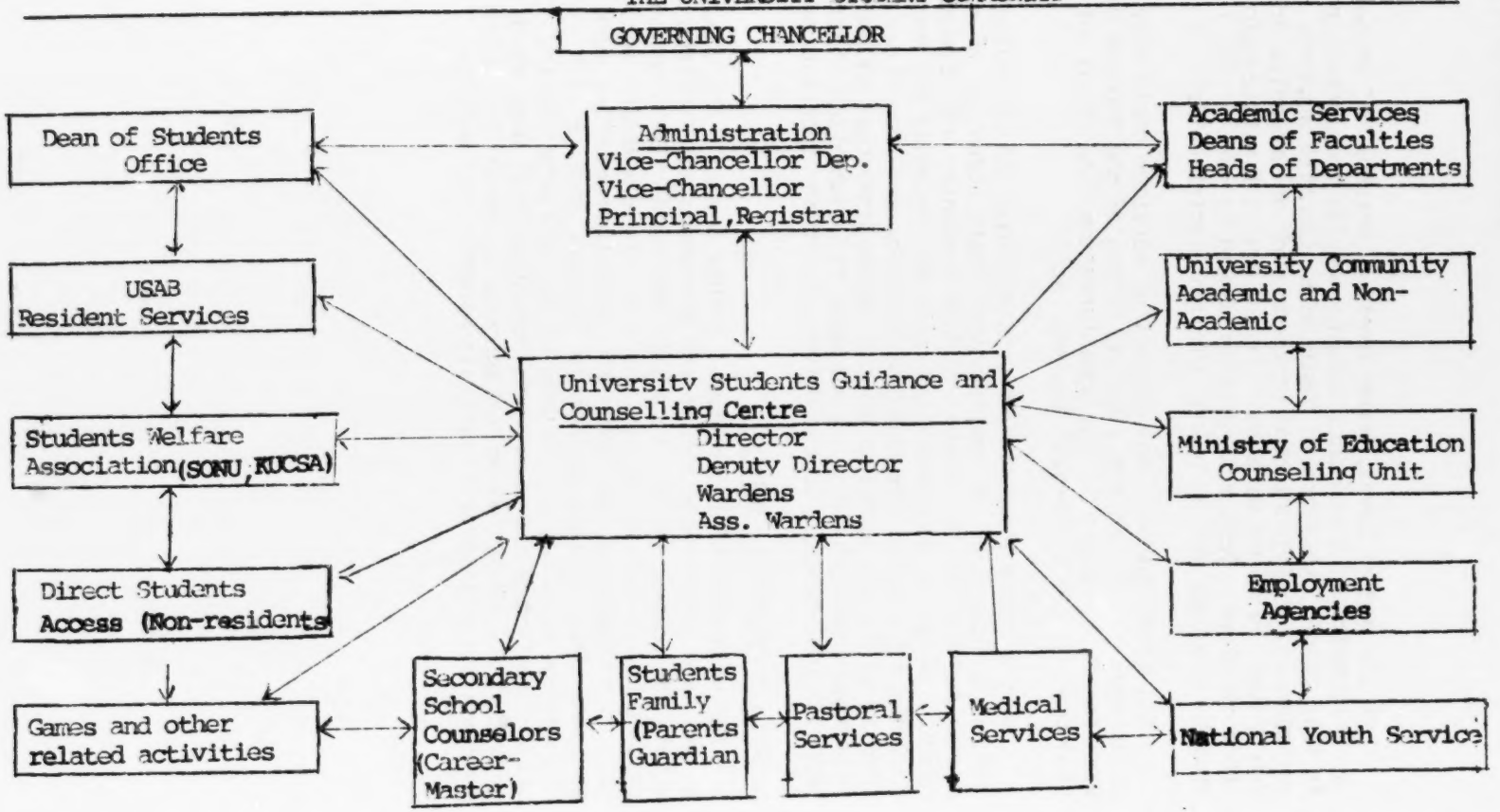
At the Subregional Workshop on guidance and counseling held in Nairobi (Kenya) in July 1986, a comprehensive basic structure of guidance and counseling for the University Student Community was presented by one of the teaching staff at Kenyatta University who attended the meeting. Chart V represents the basic structure of guidance and counseling and is hereby reproduced for the consideration by those concerned and engaged in the programming and provision of guidance and counseling, occupational/ psychological testing at the University or any institution of higher learning.

(b) At Primary/Secondary School

The organizational structure at this level of the education system should take into consideration the resources and facilities available within the school and its immediate environment (the community). Secondly, whether the school is day or boarding. In a boarding school where students live as a community, guidance and counseling services must be extended to hours after classes etc. while frequent contact with parents, guardians etc. may be required in the case of day students/pupils. Chart VI given below illustrates the kind of an organizational base which may be organized in primary/secondary schools to ensure for effective and systematic approach to guidance and counseling services in schools.

(Chart V)

BASIC STRUCTURE FOR GUIDANCE AND COUNSELLING FOR THE UNIVERSITY STUDENT COMMUNITY



(Chart VI)

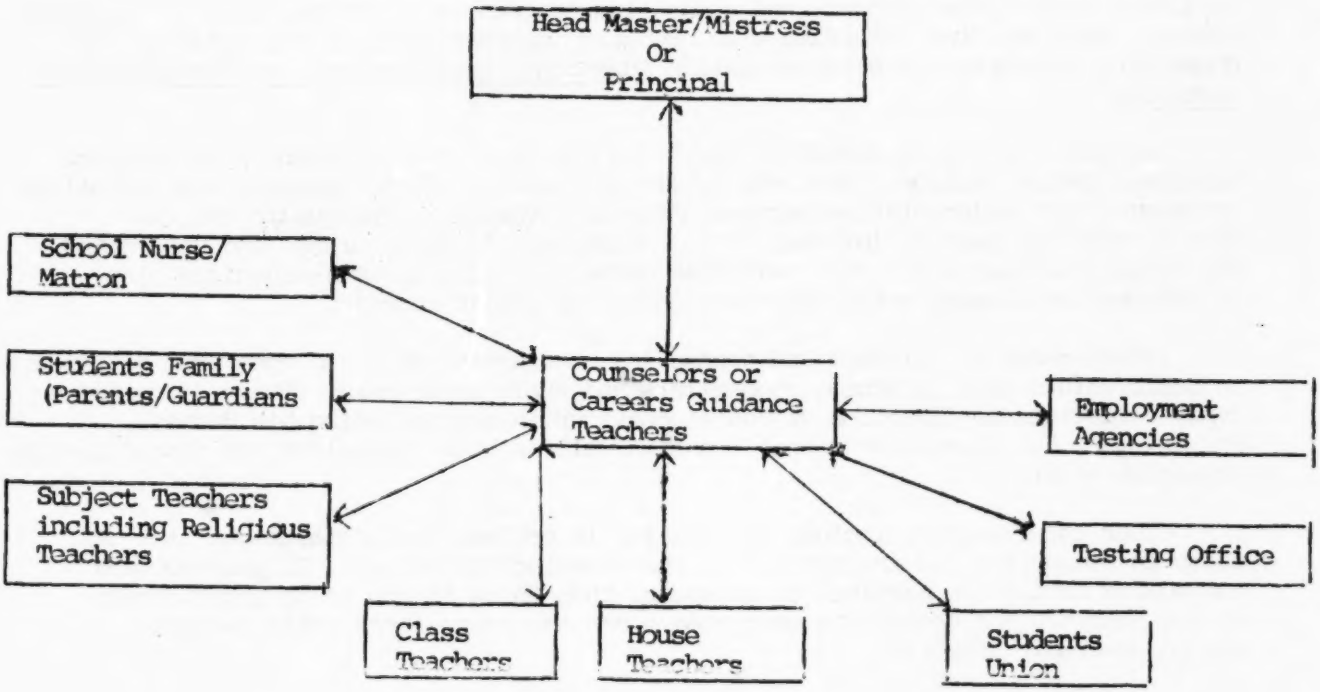


Chart VI shows the available resources to the school counselors as well as to the students seeking for some help. As shown in the Chart, the School Counselors/Careers Guidance Teachers would have to work closely with parents, subjects teachers, class teachers, house teachers etc. in their provision of the guidance services. Their major functions should include among others: designing and preparing guidance and counseling programmes; providing the required services; carrying out consultation services with members of the school staff; family guidance services with parents/guardians of students concerned; working closely with employment agencies (for secondary school students in particular) in order to obtain occupational information,training and employment opportunities.

The available resources within the school community such as the subject teachers, house teachers, class teachers, the school nurse and so forth should assist the counselors or careers guidance teachers in identifying students experiencing problems (social, academic, psychological, financial problems etc). The identified students may then be referred to the school counselor where the student problem is beyond the help of the house teacher for example, while the counselor may also referr the same student to a specialist in the case of a critical problem requiring clinical treatment.

For the above organizational structure or any structure to work out effectively full support and commitments on the part of all personnel concerned is needed. The counselors and or careers guidance teachers providing the services should themselves be committed and effectively co-ordinate the activities of the guidance and counseling programmes in schools.

Secondly, for an organizational structure to work, certain problems in the implementation of the guidance and counseling programmes in schools must be carefully handed. Problems that interfere with or deter implementation of the guidance and counseling programmes in schools include functional interferences and administrative obstacles.

According to Peters (1963) 1/ there are a number of interferences to guidance programme implementation. When the public are unaware of the guidance and counseling programme, its implementation becomes affected adversely. The public and the school community must be informed of the existence of the programme and understand its nature and purposes. This awareness means a continuous well-organized plan of information dissemination and opportunity for public reaction.

Interference to guidance and counseling programming may also come from differences in basic values held by school counsellors and their principals. These differences imply variations in direction of one's behaviour in accomplishing his duties. For example, the counsellor cannot function well as both counsellor and disciplinarian (administrator).

Other interferences include marginality in professional commitment, lack of depth in counseling and inattention to the changing adolescent. If guidance and counseling duties are marginal in prospect, then there is apt to be interference to the guidance and counseling programme since the counselor's daily performance may be adversely affected.

As regards to administrative obstacles, obstacle number one lies in the failure to programme guidance and counseling services adequately. Miller (1968) points out that an efficient guidande and counseling programme develops gradually rather than being super-imposed abruptly on school and staff alike; it is idealistic in its announced goals and realistic in its current performance; it fosters continuous communication among all members of the school staff; it has special facilities at its disposal; it is interwoven with the instructional programme; it brings guidance services to every student, not just to those in distress; it plays an important role in the school's public relations programme; and it ensures a balance in the services it offers students 2/. If one or several of these characteristics is missing, the smooth progress of the programme is bound to be affected adversely.

1/ Peter, Herman J. The Guidance Process. Itsca III P.E. Peacock Publishers, Inc. 1970.

2/ Miller, Frank W. Guidance, Principles and Services. Charles E. Merrill Publishing Company, 1968.

Obstacle number two lies in the Machiavellian like approach used by administrators to establish a guidance programme. The result of this type of approach is that little attention is given to a guidance programme based on actual educational and psychological needs of students in the local school/college. Shertzer and Stone (1968) contend that the energy spent on marshalling support for a programme in name only can far better be expended in formulating a reasoned statement of objectives and purposes 1/. They stress further that such a more positive approach would be effective with the public and at the same time would produce a policy framework to provide internal direction and structure to the guidance and counseling programme.

These obstacles and others not mentioned here show clearly that programming guidance services is not easy but it can be done. By its very nature, guidance is expensive since it does, or should, deal primarily with the individual student. The sooner administrators face up to this and make available adequate financial provisions, the sooner school/colleges will avoid having programmes in name only.

In relation to the organizational structures for institutions/colleges and secondary schools etc. presented in this part of the paper, mention should also be made on the role played by schools offering special education as well as the family role in providing support to disabled persons. Institutes of special Education work with individuals with special problems such as deafness, blindness, mental retardation, emotional instability etc. or in situations where the individual may be developmentally delayed or exceptionally bright. Because of the numerous problems associated with these disabilities, help is required to cope with the stressess that each day brings. A Department for Guidance and Counseling Services must be part and parcel of the school programme. The organized programme should include educational and psychological assessment and guidance and counseling of parents of handicapped children.

(v) At the family level, the family is a basic unit of society performing essential functions for its individual members. The family for example is the training ground where its members develop their personality and learn to relate to their environment through its systems of roles. In the case of families with disabled children, it must be realized that the present institutional services would not be able to cope with the increasing number of disabled nor with the increasing costs of institution's own maintenance, expansion and services. Moreover it must be realized that in some cultures, disabled children are cared at home rather than taken to institutions.

Given the above situation, families may play the following functions in assisting their disabled children: physical care, socialization, self-identity and self-worth, vocational guidance, education and economics all of which are aspects of guidance and counseling services. For example, in the case of development

1/ Shertzer, Bruce and Shelley C. Stone. «Administrative Deterrents to Guidance Programme Development», in Frank W. Miller, Guidance: Principles and Services. Columbus, Ohio: Charles E. Merrill Publishing Company, 1968.

of self-identity and self-worth, it is the family which gives its members a sense of belonging, companionship and an environment that fosters nurturance and support and a sense of belonging and cohesiveness (Balcker J., 1984) 1/. Families which are able to create a warm and stable environment, are also able to fulfil another major role, that is providing its members with a feeling of self-identity and self-worth. Families of disabled children face a challenging task of enabling these children gain experience and security that all children need, yet at the same time helping them to face the realities of the handicap.

In summary, this part of the paper has advanced suggestions and or examples of organizational structures (see charts presented) of guidance and counseling programmes at Regional/Subregional level: national level; ministerial level, institutional level and down to family level. It is hoped that governments, ministries, researchers, school administrators, and individuals interested and concerned with the establishment of organizational base on which to build on systematic programmes will take time to study the structures and how for example at the national level could be co-ordinated inter-ministerially.

VI. (A) Staff Requirements, Functions and Role
(B) Data and Information Base System
(C) Linkages and Functional Relationship
(D) Policy For-Guidance and Counseling Programmes

(a) Staff Requirements, Functions and Role

The organizational structures presented in the preceding part V of the paper would require a good number of trained staff as well as specialists, researchers and test experts to man the services. The training programmes to meet the required staff could be organized at different levels meeting different objectives. These levels of training could be organized as follows:

(i) At the University level (long-term)
(ii) At the Teacher Training Colleges
(iii) Subregional and regional levels (short-term training)

(i) At the University: The University should play a key role in providing training, research, consultations and test development. Several departments at the university could be involved in designing, developing and teaching courses in guidance and counseling. These departments may include: Education Department; Sociology Department; psychology Department; Guidance and Counseling Department.

1/ Blacher J., Severely Handicapped Young Children and Their Families Research in Review: Orlando, Academic Press, Inc. (1984).

Each of these departments could design programmes related to the students' fields of study. This will allow specialization in guidance and counseling. The departments involved in the development of guidance and counseling specialists could offer a one year diploma or a masters Degree programme enabling the recepients to be qualified to train guidance counsellors; to organize and supervise guidance services at all levels and in all areas of human resources development.

Besides training guidance specialists, one main function of the university is research. The university should be a source of imperically based research data, a resource for ideas, i.e. a consultative role in enhancing the efficiency of the practitioners in the field. The university and or college should therefore have a well developed library of books and resource materials and, where possible, should assist mobile libaries to include human resources development materials on their lists. The established departments such as those mentioned above would carry relevant research in guidance and counseling and establish new frontiers of thinking in this area adopted to Africa's needs rather than the present state of copying models from other continents which do not work in the Africa Region. Areas of research could include approoriate models for implementing programmes, test development, occupational and employment information or dictionaries.

Guidance and counseling specialists trained at the university level should play the role of facilitation. Their major functions should be to: design and develop appropriate programmes for the provision of guidance and counseling services in different sectors; develop training models and strategies necessary and needed in guidance services; develop materials, audio-visual, tapes, posters, bulletins etc. consult with officials in relevant ministries on programme areas; research and training needs; and on programme implementation and in all provide the needed guidance and counseling services to the target groups receiving the services.

(ii) At the Teacher Training Colleges: Teachers' colleges depending on government policy could be responsible for the training of student teachers in guidance and counseling throughout the two or three year training period. Ideally, trainees in teacher training colleges should all acquire some knowledge in guidance and counseling. In this case, every teacher will then be able to provide services at their schools (primary and secondary) to pupils in career development, educational planning, social development, vocational/career choice, emotional stability and school adjustment. The trained teachers responsible for guidance and counseling services in schools would also design programmes, carry out where necessary consultations with parents, staff members of their respective schools, make referrals and work closely with employment agencies for collecting occupational information for job opportunities.

(iii) Short-term training: Short-term training involve in-service courses, workshops and seminars for headmasters, career teachers/counselors and other paraprofessionals ranging from several days to several weeks or months. The overall objectives for short-term training are to (1) raise the level of awareness of teachers and others to the importance of guidance and counseling as a sound base for human resources development and utilization. Education should be planned in a way so that every pupil at whatever level is equipped with those skills, understanding, values and concepts necessary to sustain him in whatever job or career he may ultimately choose; (2) provide information on the relationship between educational achievement and future opportunities; (3) provide information on occupations and the world of work; and to emphasize self-reliance and the importance of abolishing the negative attitudes between mental and physical labour.

Education should be thought of as not only raising its possessor to a superior status in life but something to be used in the development of the country's national goals.

(iv) At Subregional and Regional Levels: This may involve seminars and or meetings of experts with different specializations in the field ranging from one week to three weeks etc. The objectives here are: to provide experts with an opportunity for the exchange of country experiences in terms of programmes, policy, organizational/administrative structure, problems of implementation and others; to discuss and exchange information on research activities in different areas of specialization giving each expert the opportunity to present his/her own ideas also gaining information from others; to provide experts with the opportunity for exhibition of materials/pamphlets/tests, text-books etc., developed and published by the different countries; and to explote possible areas in which subregional/ regional co-operation could be fostered in areas such as training, research, exchange of information and other related activities.

Seminars and or meetings organized at both regional and subregional levels may not necessarily provide training opportunities but they could offer relevant information and new ideas to experts to add to their activities, modify or adjust. These meetings could be instrumental to the promotion of guidance and counseling services, training in guidance and could play a role in raising the professional status of guidance and counseling practices as well as the formation of professional associations.

B. Data and Information Base System

One of the services in guidance and counseling programme is the collection and dissemination of information. Individuals in schools and outside the school are in need of information for occupation opportunities, training oocortunities, job and or careers information. A data and information system or Bureau should therefore be established as a base for information collection storage, retrieval and communication as well as dissemination.

Although information is a crucial component of almost any guidance service and indeed some clients needs can be fully satisfied by good information, the service should not be based simply on provision of information. As discussed earlier on in this paper, this kind of service assumes that dlients are motivated to use the information; that they are capable of understnaind it; and that they are capable of relating it to their own needs.

Data and information system seen within the guidance and counseling service should not only be for the browsing purpose of job seekers, employees and general public, but as part of learning; accumulation of information and awareness of the world of work; a base for decision making where careers choices and training opportunities are concerned; for stimulation and interest generation; and as guidance for manpower planners. Information giving should also enable individuals to develop abilities and interests and attain their values and for self-actualization as far as education and career choice may be concerned.

The creation of an Information Bureay/System is therefore imperative. This may be created at the University and possibly in the Ministry of Labour and Employment. The University based Information Bureau should have the responsibility for collecting employment information at the university level as well as to students in the last year of the secondary system. This information should not only be for employment opportunities, but also for training opportunities in various areas of field specialization. It seems natural that information on university studies should be given by the university itself supplemented by the employment market information which the Ministry of Labour could supply.

As a centre for information gathering, storage, dissemination etc. the university could generate knowledge and instructional materials through research and development in a number of areas including: analysis of job tasks, development of career-guidance system; install and disseminate career education programmes for all ages as well as operate information systems.

While the Information based in the Ministry of Labour and Employment should have an employment market information system which may be defined to include any statistical or non-statistical information concerning the present and future size, composition, characteristics of the supply and demand for labour, the methods in which the demand supply relationships operate or are likely to operate in the future in a labour market, the employment, incomes-earning, training and development opportunities available to those who are part of the labour market, their related intentions and aspirations. The basic statistics needed for an employment information programme include data in the following areas: population, manpower supply, manpower demand, education and training.

C. Linkages and Functional Relationship

In order to create the necessary linkages among agencies, institutes and employment establishments providing guidance and counseling services, occupational/psychological testing, a stable structural set-up is needed. Accordingly, to co-ordinate the various current efforts in guidance and counseling, occupational/psychological testing and to conduct further development, all guidance and counseling activities in a country should come under the leadership of a co-ordinated unit possibly in the ministry of Manpower and Labour. Charts I and II presented in the previous pages illustrate two alternatives of an organizational structure that may be set up at a national level.

Taking these two charts as examples of possible organizational structures, the overall co-ordinating unit should include representatives from the Ministry of Education, Labour/Employment, University, Ministry of Social and Community Services, Ministry of Health and other relevant agencies. Common aspects of the overall guidance and counseling services, occupational/psychological testing programmes could be discussed and agreed upon in order to develop the necessary linkages as well as an integrated programme and make the various efforts to be carried out in conformity.

The representative group could deal with all questions relating to guidance and counseling sometimes in an advisory capacity like loading into the required co-ordination between vocational guidance and vocational training. The representative group could give guidelines on various information material to be issued in the guidance and counseling programme as well as guidelines for the follow-up and research activities that should be undertaken as part of the programme.

In addition to the above broad co-ordination activities, each guidance unit within the concerned ministry such as the units given in Chart I will have its own specific functions and role to play in the provision of guidance and counseling including occupational and psychological testing. However, each guidance unit cannot run its programme in isolation. It will need to maintain a close liaison and collaborative relationship with other guidance units and the universities . Hence each guidance unit will have its own linkages and functional relationship as follows:

(i) Guidance and counseling Unit in the Ministry of Education

The unit will run its programme of activities and services in Educational and Vocational guidance; counseling; and psychological testing. The unit will need to develop liaison programmes, linkages and functional relationship with:

(a) the labour and employment guidance unit to ensure that information on the work demands and other occupational information opportunities is passed on regularly to prospective job applicants the school leavers and especially to those pupils who are at the terminal stage of their education such as Form VI, IV and standard VII or VIII (i.e. the last year of primary education).

(b) develop linkages with local professional agencies for referral purposes and for any assistance required in the professional growth of the school counsellors as well as for psychological services which local professional groups may render.

(c) the university for obtaining information on higher education entry requirements, information on various fields of study offered at the university and their entry requirement. This information can be related to students as they prepare themselves to enter the university.

(d) business men in the community employment agencies and other professional groups on information for job opportunities and also for career talks in schools offered by invited professionals, business men etc.

(e) parents, church leaders and community elders for their assistance and contribution towards the emotional, moral and social development of studnets.

(ii) Guidance and Counseling Unit in the Ministry of Labour and Employment

For effective services and co-ordination of its programme, the unit will need to develop linkages and functional relationship with:

(a) the guidance unit in the Ministry of Education. While the Ministry of Education have to train and prepare youth for the world of work, the Ministry of Labour guidance unit have to receive youths into the world of work, provide every available opportunities for the youth and employees as well as assist them to develop a career, and prosper in it. The Ministry of Labour guidance unit will require information on students concerning their qualifications, training in specific areas, leadership role and other students' potential for job placement recruitment etc. So the guidance unit in the Ministry of Labour will have to be informed regularly of the available human resources for the labour market.

(b) the university and other training institutions on information regarding graduating students in various fields ready to enter the labour market.

(c) industries and other employment establishment on job and training opportunities for job seekers etc.

(d) national examination councils, other testing centres and training institutions for obtaining occupational psychological tests for use on job placement, recruitments, identification and determination of abilities, potentials among job seekers, new entrant to the labour market, and for those who wish to change jobs.

(iii) Guidance and Counseling Unit in the Ministry of Social and Community Services

In order to provide effective services and to ensure that clients problems and needs are met, the unit will need to develop and have linkages as well as functional relationship with:

(a) The Ministry of Education and the guidance unit within the Ministry for assistance in curriculum development and effective teaching of inmates in Approved Schools or Reformatory schools for example which are usually run by the Ministry of Social Services.

(b) The Ministry of Labour and Employment Guidance Unit for occupational/ job information opportunities and employment opportunities.

(c) Vocational training institutions and other voluntary organizations who engage in training activities such as handcrafr, homecraft etc. The Ministry of Social and Community Services guidance unit will need to have information on such training activities for the out of school youth in the community, the young unmarried mothers and those from the Approved Schools.

(d) Local guidance and counselling professional individuals or associations known as well as other groups engaged in psychological services and testing. This is necessary for referral purposes in particular and for any general advisory services which the guidance unit within the Ministry of Social and Community Services may require from time to time.

D. Policy for Guidance and Counselling Programme

Ideas and suggestions for future policy decisions on guidance and counseling programmes are to be seen throughout this paper. However, in order to highlight them, an attempt is made here to list some policy guidelines necessary for the development of guidance and counseling programmes as well as for effective services.

(i) Policy issues

(a) Shortage of trained professional manpower in the field of guidance and counseling.

(b) Absence of an effective means of expanding training opportunities in the field.

(c) Low priority accorded to guidance and counseling services.

(d) Lack of funds to carry out effective guidance programmes.

(e) Lack of an integrated approach to guidance and counseling programme.

(f) Lack of appropriate indigenous tests of ability, aptitude, interests, attainment etc. and other materials for guidance work.

(g) Absence of an effective information network.

(h) Absence of guidance and counseling programme in the curriculum (for primary, secondary schools and teacher training colleges, etc.)

(ii) Policy objectives

(a) Plan and organize training of staff in order to increase the supply of trained professionals and para-guidance counsellors to schools, employment services, social and community services.

(b) Promote and strengthen the image and status of guidance counsellors in schools, employment services etc.

(c) Making the general public aware of the need for guidance and counseling services.

(d) Creation of an information bureau or network for collection and dissemination of information on educational training and occupational opportunities, information on the structure of employment, various aspects of labour supply and demand etc.

(e) Include guidance and counseling programme into the school curriculum, timetable; counseling courses in the teacher training college curriculum.

(f) Train test developers for the construction and development of app appropriate occupational/psychological tests.

(g) Budget and provide adequate funds for carrying out and implementing guidance and counseling services effectively.

(h) Establish a central administrative body for integrating guidance and counseling programmes; if not feasibly, establish linkages and functional relationship among ministries providing guidance and counseling programmes.

In the field of guidance and counseling decision makers must attend more fully to policy matters in the future than they have in the past and that they must increasingly assume an activist role in providing input and recommendations bearing upon the formulation of guidance and counseling policy in our respective nations. This is important because guidance and counseling are applied processes which have implications for both the development of human capital and for personal development. Therefore, guidance and counseling are highly responsive to social and economic as well as political forces, and to be understood and systematically planned, such contexts must be taken into account.

Up to date, countries in Africa have given little attention to policy in guidance and counseling even though a wide range of activities in guidance and counseling have been initiated. There is need for national policy to give support and effective implementation of the current guidance and counseling programmes as well as the occupational and psychological testing.

In addition to the policy issues and objectives outlined above, there is need to analyze the conditions which has created such a lack of policy as well as to reiterate the evidence supporting policy formulations which could change such conditions. In this regard, there is need for policy study in guidance and counseling which should demonstrate the need for guidance and counseling, occupational

and psychological testing in resolving problems that relate to national goals whether these have to do with mental health, employment, juvenile delinquency, adult learners, special populations and other social problems.

In conclusion, policy formulation in the national context is a vital matter if guidance and counseling processes are to be strengthened conceptually, delivered effectively, and made economically attractive to decision makers. Secondly, policy formulation is a dynamic process which can and should be affected by on-going statesmanship from professionals who are alert to policy implications and prepared to discuss the importance of guidance and counseling to the achievement of national goals. Finally, according to Edwin L. Herr (1980), while there may be some philosophical views about guidance and counseling to which virtually all nations subscribe, the actual policy formulation must be cognizant of the aspriations and development of particular nations and not simply an attempt to incorporate, adopt or transfer the policies of another nation 1/.

VI. C O N C L U S I O N

One cannot over emphasize the importance of effective guidance and counseling services, occupational and psychological testing in national development efforts. Guidance as a service of helping people develop attitudes, values and skills in making decisions throughout life in the area of education, work, family, leisure and community participation is needed in various sectors in society. The youth in and out of school, the unemployed adults, returning overseas, students, retired people who at 60 or 65 can still look forward to more years of productive and meaningful life, adults in their middle-age years experiencing career crisis, the disabled and other special groups, those discharged from prison and rehabilitation centres, those who are employed who need assistance in pathing and managing their careers refugees and migrant all these require assistance in planning and living a menaingful life.

In view of the role that guidance and counseling, occupational/psychological testing play in the development of human capital as well as personal development, it appears appropriate to consider the nature and scope of guidance and counseling services in reaching target groups as those mentioned above.

This paper has discussed at length the nature and scope of guidance and counseling services within the education system, employment services social, community and health services and at institutions of higher learning; it has highlighted various factors that dictate the need for the guidance and counseling services; has reviewed the nature and scope of guidance and counseling services of

1/ Edwin L. Herr. Policy in Guidance and Counseling: The USA Experience BULLETIN - IAEVG 37/1981.

several countries in Africa and finally, it has dealt with the organizational structure of the guidance and counseling services at subregional, national, ministerial, institutional and family levels with attention given to the various aspects of guidance and counseling services, the various agencies/ministeries involved, staff requirements, linkages and policies.

In discussing factors which dictate the need for the guidance and counseling services; has reviewed the nature and scope of guidance and counseling services of several countries in Africa; and finally, it has dealt with the organizational structure of the guidance and counseling services at subregional, national, ministerial, institutional and family levels with attention given to the various aspects of guidance and counseling services, the various agencies/ministries involved, staff requirements, linkages and policies.

In discussing factors which dictate the need to place high priority on guidance and counseling services, the following have been pointed out:

(i) the growing complexity in the occupational and organizational struc-ure of society which has made it difficult for a person to assimilate and organize the data necessary to take a decision on the choice of a career;

(ii) the increasingly rapid technological change demanding human adaptability and responsiveness;

(iii) the increasing national concern with the need to develop all human talent.

(iv) the status of youth in the society; and

(v) the need for specialized training to obtain entry into jobs.

Related to the above factors, the nature and scope of guidance and counseling was seen in terms of decision-making, self-understanding and coping and whose broad objectives include: self-awareness; opportunity awareness; transition learning and decision making. In line with these objectives, guidance and counseling services have been explained as essential services in education, employment, social, community and health services and whose nature and scope of services include: educational and vocational services; psychological testing; personal/counseling services; mental health services; occupational information services; individual appraisal services; referral services; follow-up services and consultation services.

In general the nature and scope of guidance and counseling services among countries in Africa providing the service is very limited. The several countries reviewed in this paper demonstrate through their programme of activities reviewed that the guidance and counseling services provided is mainly careers guidance and or vocational guidance based on information giving to pupils in their last year of secondary school.

Guidance and counseling services, occupational and psychological testing should be an integral part of the overall human resources planning, development and utilization. Hence, its nature and scope should go beyond that of information giving and that the services should cut across all sectors reaching deserving target groups in both urban and rural areas. The community, parents and the general public in general should be aware of the need for the services, the objectives and the type of services provided for them to give their support and participation.

Furthermore, counselors and or guidance officers designing, developing programmes and dispensing services should know that apart from information giving, the purpose is to develop consciousness of capabilities (among the receiving target groups) to use and develop these capabilities within and outside school. To develop insights into how attitudes, values and prejudices guide and limit educational and occupational choice and to develop the desire, and the ability to make use of one's own experience and knowledge when making choices. Thirdly, to develop an understanding of the relationship between theory and practice as well as between educational and occupational activities.

Guidance and counseling services within the educational system calls for a new kind of individual competent in basic academic skills required in our rapidly changing society, equipped with good work habits, equipped with the personally meaningful set of work values that foster in them a desire to work and with career decision-making skills. For a student to cultivate these traits, he must have a clear understanding of himself, right values, or correct values, attitudes, sensitivity, interests, resources and commitments. While an employment counseling, the counselor should understand and communicate the types of work opportunities in growth sectors and the value of all types of training programmes whether they be academic or technical. The counselor must ensure that clients do not by pass opportunities for training and careers because we do not fully appreciate the possibilities that exist.

All this would need competent trained and professional counselors to achieve the objectives of the guidance and counseling services, occupational and psychological testing. The university would also have to play the role of facilitation through research, training, raising the professional status of guidance and counseling practices through: raising the level of awareness; enhancing the appeal of the practice to the target population; looking into the strategies for 'selling' guidance and counseling; and promoting the formation of professional bodies/associations.

Finally, in order for guidance and counseling programme, occupational and psychological testing to succeed in any of our countries in the continent, all levels of government, the business community (public and private), the universities, the voluntary organizations, the entire community must cooperate in designing, developing, implementing, and evaluating the programme. The society must accept the responsibility to provide various opportunities and resources which will allow her citizens to adjust socially, economically and to make realistic decisions and choices. If opportunities are not made available, the nature and scope of guidance and counseling including occupational/psychological testing as described in this paper will not be realized.